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ABSTRACT

This collection of 35 self-contained teaching activities about Puerto Rican culture for elementary school students is designed for teachers who wish to incorporate multicultural concepts into their curriculum or make their teaching more relevant to Puerto Rican students. All lesson plans and student worksheets needed for immediate classroom use are included. Section I, "Here and There: Location and Migration," explores the geography, climate, and location of Puerto Rico as well as issues that surround why people move from place to place. Section II, "Puerto Rico: A Blend of Cultures," highlights some of the history of the island, from the indigenous Taino Indians to the arrival of the Spanish to stories of several heroes from diverse backgrounds. Section III, "An Island Rich in Tradition," looks at Puerto Rican symbols and traditions, including holidays and celebrations that are important elements of Puerto Rican culture. Each unit includes basic background information for users who are unfamiliar with Puerto Rican culture; lists the unit's activities; and also includes suggested grade levels, subject areas, and time requirements. A variety of teaching strategies are employed to meet the different learning styles of students. Some activities lend themselves especially well to the involvement of parents and community members. A chart relates each of the activities to the following major subject areas: (1) art; (2) language arts/English; (3) mathematics; (4) music; (5) science; and (6) social studies/geography. (FMW)

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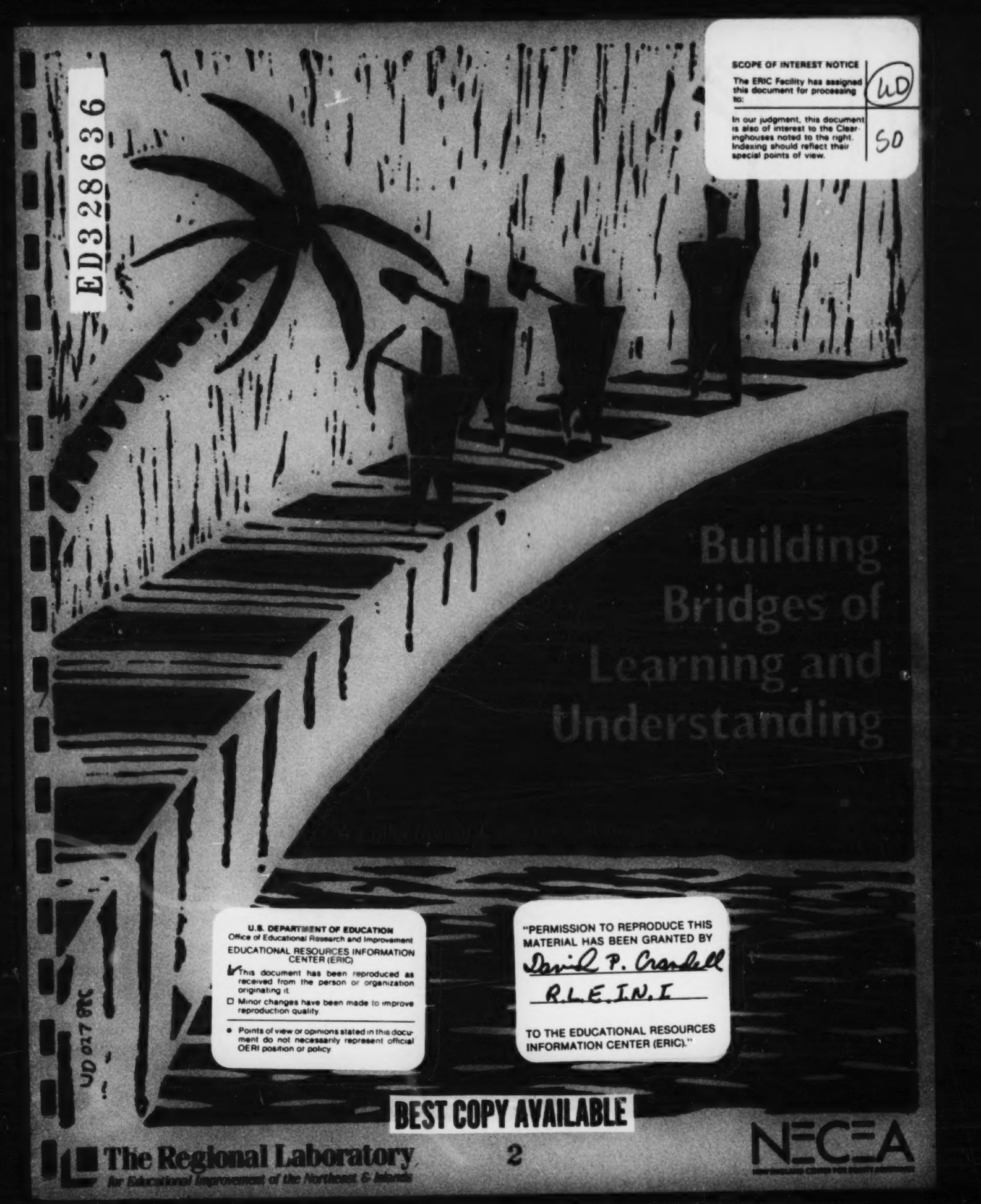

Building Bridges of Learning and Understanding

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BUILDING BRIDGES OF LEARNING AND UNDERSTANDING:

A Collection of Classroom Activities on Puerto Rican Culture

Marla E. Perez-Selles
Nancy Carmen Barra-Zuman
Project Coordinators
1990

The Regional Laboratory for Educational Improvement of the Northeast and Islands
and
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Editors:
Marla E. Pérez-Sellés
Janet Angelis

Writers:
Marlene Goodman, Primary Author
Nancy Carmen Barra-Zuman
Mary Ann Bond
Jean Franco
Peggy Harrington
Tracey Herbert
Salvadora Ocasio
Marla E. Pérez-Sellés
Irma Ríos

Graphic Design:
Jane Bell
Clif Lund-Rollins

Cover and Illustrations:
Marla Del P. Quiñones

Production Team:
Eileen Hanawalt
Clif Lund-Rollins
Lynne Murray

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Foreword

Historically, the United States prides itself on being a "melting pot." However, a more accurate image of today's society is a tapestry composed of many cultures, races, languages, and creeds that come together on one loom to weave a unique and complex fabric. The threads of this brocade -- its people -- claim a past on distant shores and exotic lands. For some this past is recent and vividly imprinted in memory; for others it is centuries remote. Yet each cultural heritage contributes to the fabric.

Today, that fabric contains a wider variety of threads than it did just twenty-five years ago, and the society our children will enter as adults promises to be richer still. If we educators are to adequately prepare students for the future, our schools must help them become aware of, recognize, and respect their own culture as well as the cultural differences they are sure to encounter.

Teachers who introduce aspects of their students' cultures and backgrounds into the curriculum as part of the learning process convey an important message to the entire class. They teach respect for others, tolerance for diversity, and in a real way help prepare their students for the world ahead. Such an approach has significant impact on the self-esteem of students, particularly those who may be part of a minority culture. Research shows that students who experience that their history, lives, and background are valued by their school community feel more engaged and willing to take part in the educational process, leading ultimately to improved academic performance.

On the other hand, teachers who never acknowledge or include information related to the cultural and social reality of their minority students communicate implicitly, and perhaps unintentionally, that such knowledge is not relevant, at least in the school environment. When this message is reinforced by mass media, peer interaction, family, and social networks, these students understand at a very early age that being culturally different is nothing to feel proud about. At the same time, their majority classmates lose an opportunity to enrich their own lives and understanding of the world.

As our nation considers what is important for students to learn, there is growing recognition that attitude and behavior development are as important as content knowledge. We know that the classroom is a strategic setting where important components of a student's socialization take place; we know the importance of the teacher as a "significant other" for students, especially in the earliest years of schooling; and we also know that those students most likely to drop out of or fail to achieve in school are often those who do not feel valued or honored as part of the school community.

In the region served by The Regional Laboratory for Educational Improvement of the Northeast and Islands and the New England Center for Equity Assistance (NECEA), many schools serve a diverse student body. In the Northeast, the largest percentage of culturally different students come from Puerto Rico. In the course of our work, Regional Laboratory and NECEA staff have been privileged to interact with teachers who have responded to their students' diverse cultural backgrounds by developing lesson plans that integrate content reflective of their heritage into regular classroom instruction. These teachers have not only made the curriculum more relevant to their minority students, they have also provided an opportunity for all their students to learn from and respect cultural differences.

This publication is a compilation of activities that integrate elements of Puerto Rican history and culture into selected areas of the K-8 curriculum. Created by teachers, curriculum developers, and staff from The Regional Laboratory and NECEA, *Building Bridges* strives to make it easier for educators to include information about Puerto Rican culture in their own classroom instruction. It is our hope that these activities might serve as an example that inspires educators to teach and learn about and share the entire range of cultures that make up the fabric of this nation's schools and communities.

David P. Crandall, Ed.D.
Executive Director
The Regional Laboratory

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I would also like to extend special thanks to my fellow coordinator of this project, Dr. Nancy Carmen Barra-Zuman, who directed NECEA's participation and who also helped design and compile activities.

Without the inspiration and work of a group of teachers from the Chelsea (MA) Public Schools, this book would not have been possible. Mary Ann Bond, Jean Franco, Peggy Harrington, Tracey Herbert, Salvadora Ocasio, and Irma Rios offered us their activities as well as their expertise.

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Marla E. Pérez-Sellés

Introduction

Building Bridges of Learning and Understanding: A Collection of Classroom Activities on Puerto Rican Culture is a book of self-contained teaching activities for educators who want to incorporate multicultural concepts into their curriculum. It is especially geared to teachers who believe in presenting students with instructional content that reflects the diversity of our society, or who are searching for ways to make their teaching more relevant to Puerto Rican or other cultural minority students.

As we compiled these materials, we held ourselves back from fully developing or including every idea, preferring to provide a "start set" of activities on which users could build. Although most activities relate specifically to Puerto Rico, we invite you to develop lessons of a similar nature about other cultures.

The themes and ideas in *Building Bridges* are designed to be integrated into language arts, social studies, art, science, math, and music instruction. A complete listing of activities and their relevant subject areas can be found at the conclusion of this introduction.

Format

This book contains all the plans and student worksheets you will need for immediate classroom use. Seven units are organized into three major themes or sections:

Section I - Here and There: Location and Migration explores the geography, climate, and location of Puerto Rico as well as issues that surround why people move from one place to another. Its two units are

A. Geography, Climate, and Location
B. Migration: Adjusting to a New Culture

Section II - Puerto Rico: A Blend of Cultures highlights some of the history of the island, from the indigenous Taíno Indians to the arrival of the Spanish to stories of several heroes from diverse backgrounds. Its three units are

C. The Taíno, Early Puerto Ricans
D. The Spanish Arrive
E. Many Heroes

Section III – An Island Rich in Tradition looks at Puerto Rican symbols and traditions, including holidays and celebrations that are important elements of Puerto Rican culture. Its two units are

F. Symbols
G. Traditions

Each of the seven units begins with a brief introduction of basic background information related directly to the topic of that unit. (These introductory pages are designed primarily for users who may be unfamiliar with Puerto Rican history and culture, but they contain many interesting details about the island that you may not have known and may wish to share with students.) It also lists the unit's activities, including suggested grade levels, subject areas, and time requirements for each.

Although we have placed activities in a deliberate sequence, each activity can stand alone. And those activities with many steps can usually be separated into several parts to meet a variety of time requirements. You'll find at the beginning of each activity, in addition to a listing of subject areas, grade levels, and time requirements, a list of the materials needed and student learning objectives. These are followed by step-by-step procedures for the teacher.

We recommend that you preview activities to determine their appropriateness for your students before using them in the classroom.

Teaching Strategies

Building Bridges employs a variety of strategies designed to meet the different learning styles of students -- whether they learn best by hearing or seeing or doing. Many activities are participatory and "hands on." Some suggest that students work independently, using worksheets to build reading, writing, and math skills; others suggest group work.

Wherever possible, we encourage teachers to act as facilitators of group and individual learning. Thus, many activities recommend class discussion. Students need to share their own experiences, opinions, and knowledge of the content with each other in both large and small groups. To facilitate such discussion, you may wish to be explicit about the principles of productive dialogue. Some rules to suggest to students include:

- Look at the person who is speaking and listen carefully to what he or she is saying.
- Let one person speak at a time, without interruption.
- Show respect for others' opinions.
- Disagree in a friendly way, without insulting or making fun of any one.
- Try to stick to the subject.

Another suggested learning strategy is student teamwork. It is generally accepted that peer support is essential for young people who are exploring differences. In addition, an environment that encourages participation and discussion among students is more conducive to fostering the acceptance and appreciation of different cultural experiences.

Teachers may want to form new teams with each new activity or set up teams of three or four students to work together for the semester or the year. Whether temporary or permanent, teams will work best if they reflect the academic and socioethnic balance of the classroom. Especially if students are not accustomed to working in teams, teachers will need to help students learn to work and talk together -- including discussing *how* to work together. Time spent in establishing good teamwork will result in enhanced learning. Your professional library is likely to contain some recent publications about ways to establish and conduct teams.

Some of the suggested group activities will be strengthened by cooperative learning strategies. Although in this brief introduction we cannot possibly begin to explain cooperative learning adequately, we mention it specifically because so many schools and teachers now use it. In cooperative learning students work together to meet a common learning goal in a structured manner. Within teams, students work toward individual and group achievement. Often students are assigned distinct roles to carry out. For example, a group reader may read the text to the rest of the team; a group writer could record the answers of group members; and a group facilitator helps move the group process along.

If you would like more information on cooperative learning, we suggest any of the writings of Robert Slavin from The Johns Hopkins University or the Johnson brothers from the University of Minnesota. Or contact the National Diffusion Network State Facilitator for your jurisdiction regarding workshops in cooperative learning strategies.

Involving Parents and Community

Students perform better in school when their parents know about and support their studies. Many parents who want to support their children's education are eager to implement ideas suggested by teachers.

We hope that those who use this book will invite parents and community members into the school to make the activities more meaningful to students. Some activities lend themselves especially well to this kind of involvement and offer comfortable ways for parents to contribute to their child's education. Parents and community agencies are important sources of cultural information and history. If you need assistance locating appropriate community agencies, you might wish to contact the United Way that serves your community.

Integration into Other Subjects

Building Bridges is a collection of interdisciplinary activities that build skills in language arts, science, mathematics, social studies, music, and art. The chart below lists the six major subject area(s) and the activities for each.

SUBJECT	UNIT	ACTIVITIES
Art	A	2, 4, 7
	B	1
	C	1, 2, 3, 6
	D	1, 4
	E	6
	F	3, 5
	G	1, 2, 4
Language Arts/ English	A	2, 4, 5
	B	1, 2, 3
	C	5
	D	1, 3
	E	1, 2, 3, 4, 5
	F	1, 4
	G	1, 2, 4
Mathematics	A	3, 6
	C	4
	F	1
	G	5
Music	C	5, 6
	G	3
Science	A	3
	C	3, 4
	F	2
Social Studies/ Geography	A	1, 3, 5, 7
	B	2, 3
	C	1, 2, 5, 6
	D	1, 2, 3
	E	1, 3, 4
	F	1, 3, 4, 5
	G	1, 2, 3

We hope *Building Bridges of Learning and Understanding* inspires you to take a personal interest in exploring the fascinating world of cultural diversity and that your interest will be transmitted to your students and make this a joint adventure in learning and changing. If you are interested in learning more about cultural differences and how they are expressed, we recommend the writings of Carmen Judith Nine Curt and Edward T. Hall*.

Please let us know how you and your students like these materials. We look forward to hearing about your experiences with *Building Bridges of Learning and Understanding*.

*For example, *Teacher Training Pack for a Course on Cultural Awareness* or *Non-Verbal Communication in Puerto Rico*, Carmen Judith Nine Curt, National Center for Curriculum Development (Bronx, NY) and National Assessment and Dissemination Center for Bilingual Education (Fall River, MA), 1976; and *The Hidden Dimension*, Edward T. Hall, Doubleday & Company (Garden City, NY), 1969 are considered classics in the field.

INTRODUCTION

The island of Puerto Rico is rectangular in shape and is approximately 100 miles long from east to west and 35 miles wide from north to south. With 3.5 million people, Puerto Rico is very densely populated (more than 1,000 people per square mile). It is one of the Greater Antilles (ăn-tĭl´-ēz) Islands, with one of the deepest parts of the Atlantic Ocean to its north and the Caribbean Sea to its south. Several small islands near Puerto Rico are also part of the commonwealth. The two most noted of these are Vieques (Vee-ā´-kes) and Culebra (coo-lé´-bra). Other neighboring islands that are part of the Greater Antilles are Cuba, Hispaniola (occupied by the countries of Haiti and the Dominican Republic), and Jamaica. (The Lesser Antilles are the smaller Leeward and Windward islands that form an arc from the Virgin Islands to Trinidad near the coast of South America.)

Located at 18° N. latitude, Puerto Rico has a tropical climate with a nearly steady year-round temperature in the high 70s to low 90s along the coast, with much cooler temperatures in the interior mountains (as low as the 50s at night) in the winter. Changes in season are not nearly so distinct as in most areas on the U.S. mainland, and there is never snow nor freezing temperatures. The flora and fauna are not seasonal, but constant.

(continued)

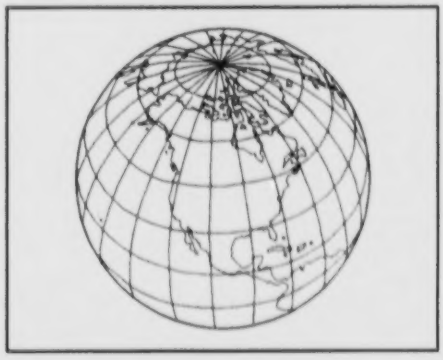
Activities:

1. Where Is Puerto Rico?
   - geography, social studies
   - grades 1-5
   - 30-40 minutes

2. Haremos una isla, a Poem
   - language, art
   - grades 4-6
   - 30-60 minutes

3. Recording and Comparing Temperatures
   - mathematics, social studies, science
   - grades 2-5
   - 10 minutes a day for 6 days; 45 minutes on the seventh day

4. Drawing: Winter Activities There and Here
   - art, language
   - grades 2-4
   - 20 minutes



5. Fruits and Vegetables
   - social studies, language
   - grades 3-6
   - 50 minutes, on 2 days several days apart

6. Math Story Problems
   - mathematics
   - grades 3-5
   - 30-40 minutes

7. A Travel Brochure
   - art, social studies
   - grades 4-6
   - 60-90 minutes

INTRODUCTION

Although Puerto Rico can grow and harvest crops year round, the island's economy is no longer primarily agricultural. In addition to pharmaceutical, optical, and electronics manufacturing (Atari is made there), Puerto Rico is a hub for major airlines, cruise ships, and telecommunications. The largest radio-telescope in the world, the National Ionospheric Observatory, run by Cornell is located on the island. What crops are grown generally for local consumption rather than export, and they include tomatoes, oranges, beans, lettuce, and corn as well as tropical fruits like guava, tamarind, batata, and pineapple.

Here and There: Location and Migration

A. Geography, Climate, and Location

B. Migration: Adjusting to a New Culture

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Activity 1

WHERE IS PUERTO RICO?

SUBJECT AREAS:
geography, social studies

GRADE LEVELS:
1-5

TIME:
30-40 minutes, which can be broken into smaller units of less time each

OBJECTIVES:
- *to identify and recall the location of Puerto Rico and the Greater Antilles Islands, including the names of the bodies of land and water in the area*
- *for students from Puerto Rico to describe life on the island, and for their classmates to ask them questions about Puerto Rico*

MATERIALS:
wall map showing the Americas; worksheets A-1, A-2, A-3; crayons, markers, or colored pencils; globe

PROCEDURES:

1. Pass out copies of **worksheet A-1, The Americas**. With the help of a wall map, identify North America, South America, and Central America as well as the Atlantic Ocean, Caribbean Sea, and Puerto Rico. Find and mark the approximate location of your own city, town, or state on the map. If you wish, have students color the water blue and the land masses brown or green.

2. Pass out copies of **worksheet A-2, The Greater Antilles Islands**. Have students find this area on worksheet A-1. Help students understand the reason why the islands are a different size on worksheet A-1 and worksheet A-2. Find and label Puerto Rico. Depending on the level of your students and your objectives, you may want to label and have students learn the names and locations of the other islands in the Greater Antilles: Cuba, Jamaica, and Haiti and the Dominican Republic. If you wish, have the students color the islands green and the bodies of water blue.

3. Conduct a discussion in which you encourage students from Puerto Rico and other islands in the Antilles to relate personal experiences from the islands and their classmates to ask them (and you) questions related to the geography and climate of the region. You might prompt them to tell about the trees, flowers, animals, climate, farms, factories, cities, bodies of water, etc.

WHERE IS PUERTO RICO?

4. Pass out copies of **worksheet A-3, Puerto Rico**. Give students time to orient themselves to the new map scale. Help them as needed. The two small islands near Puerto Rico, Culebra, and Viegues, are part of the Commonwealth of Puerto Rico. Students may color the map as before.

5. A good conclusion to this activity would be to have students find Puerto Rico and the mainland U.S. on a globe. While doing this, ask questions that will review the learned material.

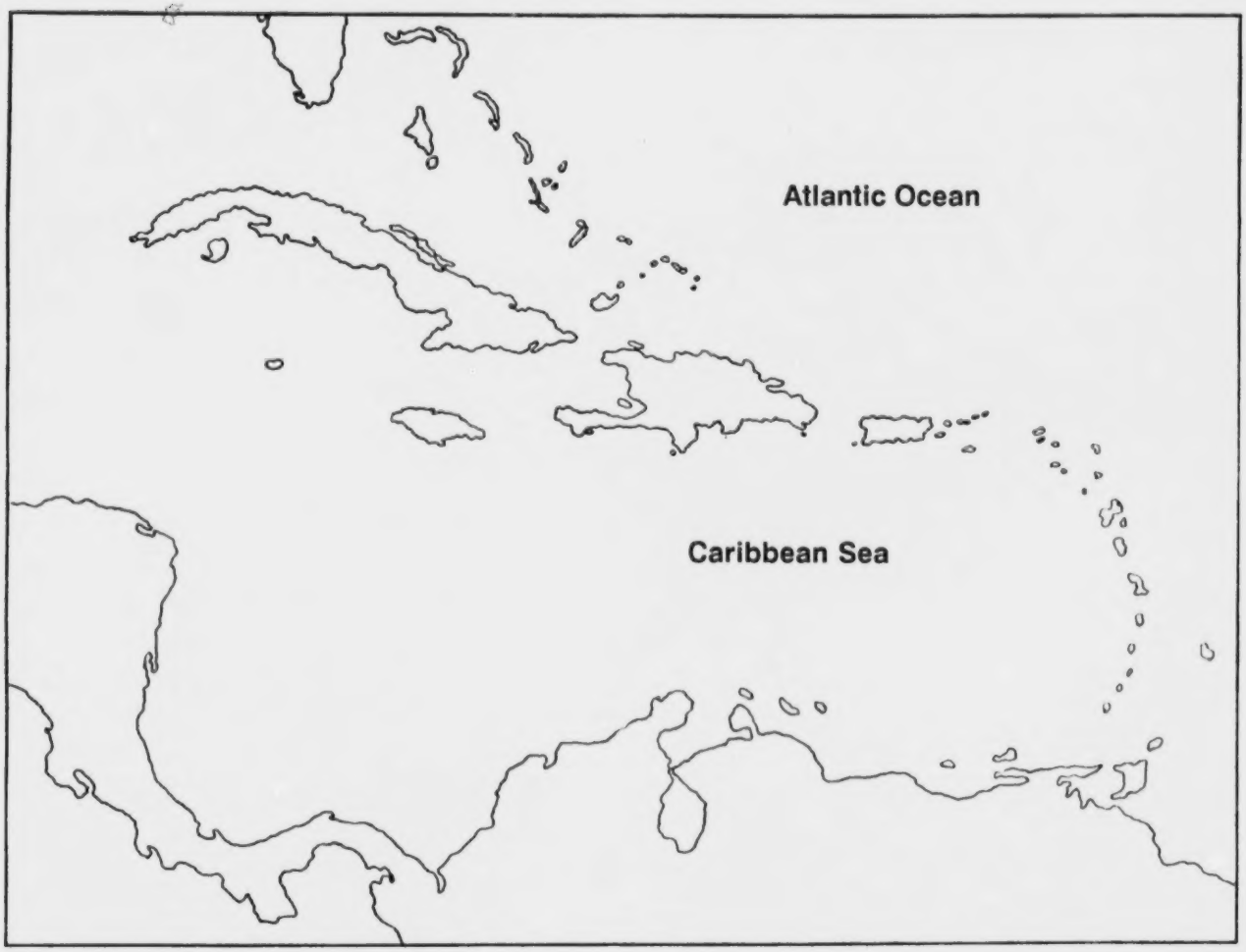
NOTE: If you feel that your students will be more comfortable moving from the specific (Puerto Rico) to the general (the Americas), you may wish to reverse the order of the steps above.

Worksheet A-1

The Americas

Worksheet A-2

The Greater Antilles Islands



Worksheet A-3

Puerto Rico

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Activity 2

HAREMOS UNA ISLA, A POEM

SUBJECT AREAS:
language, art

GRADE LEVELS:
4-6

TIME:
30-60 minutes

OBJECTIVES:
- *to read, interpret, and discuss the poem "Haremos una isla" ("We Will Make an Island")*

MATERIALS:
worksheet A-4; paper, pencils; crayons, paints, or markers; drawing paper

PROCEDURES:

1. Read the poem aloud **(worksheet A-4, Haremos una isla)**. Try to read it in both Spanish and English. If you have students who can read Spanish, ask them to prepare and read the original Spanish, and have other students prepare and read the English translation. Young students might each do one verse, older students could prepare the entire poem. Or you might ask students to do a choral reading -- one group reading the Spanish in unison, another group the English.

2. Either in whole group discussion or in small groups*, have students discuss the following or similar questions:

   - What is an island?
   - Is there always sand on the beach?
   - Is the sea always blue?
   - Are there different colored types of sand?
   - Is this poem about Puerto Rico? How do we know?
   - Are there mountains in Puerto Rico?
   - What birds does the poem talk about?
   - What sea creatures does it mention?
   - What tree does it mention?
   - What have you learned about Puerto Rico from reading this poem?

3. Distribute art materials and ask students to draw a picture of what they think Puerto Rico looks like using the visual images from the poem. Display their depictions along with a copy of worksheet A-4 on a bulletin board or some other public area.

* NOTE: This can be done as a group discussion or as a cooperative learning exercise. For suggestions on having students work in groups, including cooperative learning, please see the general introduction to these materials.

Haremos una isla

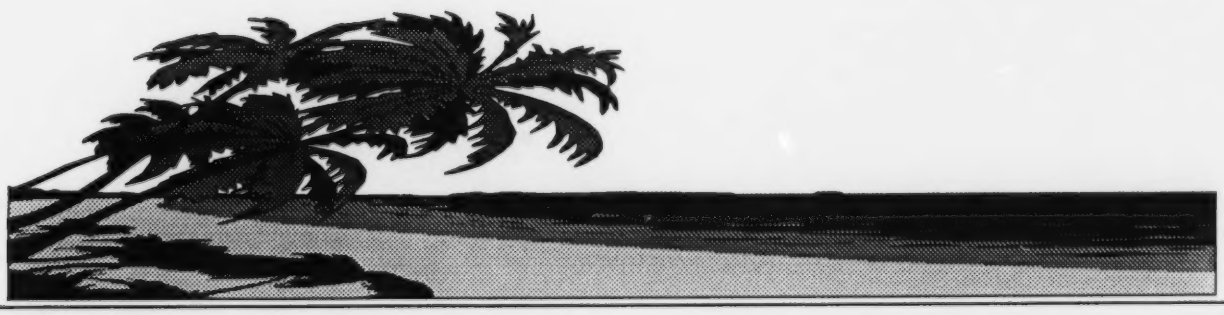
Worksheet A-4

(We Will Make an Island)

Haremos una isla	We Will Make an Island
Haremos una isla en medio de las olas, con dulzura de ave y palmera gloriosa.	We will make an island in the middle of the waves, with the pleasantness of birds and the beauty of palms.
El azul del mar: tú. La tierra harás de rosa. Yo, como blanca brisa, convocaré las tórtolas.	You will make the blue of the sea. The earth you will make rose-colored. I, like the pure breeze, will call the turtle doves.
Haremos una isla en medio de las olas.	We will make an island in the middle of the waves.
Tú pondrás en la arena las huellas más sonoras: el caracol, la estrella, el pez que ondula y flota.	You will put in the sand the most resounding tracks: the snail, the starfish, the fish that undulates and floats.
Y yo, de la montaña, traeré la piedra roja, la paloma torcaz, ¡Ay la paloma!	And I, from the mountain, Will bring the red rock, the pigeon dove, Oh, the dove!
Haremos una isla en medio de las olas.	We will make an island in the middle of the waves.

by Isabel Freire de Matos
and Francisco Matos Paoli

Translation from Spanish by
Marlene Goodman



Activity 3

RECORDING AND COMPARING TEMPERATURES

SUBJECT AREAS:
mathematics, social studies, science

GRADE LEVELS:
2-5

TIME:
10 minutes a day for six days; 45 minutes on the seventh day

OBJECTIVES:
- *to research and record the temperatures in a city in Puerto Rico and the students' city*
- *to calculate the average temperature of each*
- *to depict the differences on a bar graph*

MATERIALS:
local metropolitan newspaper or videoclip of a national weather forecast; worksheets A-5 and A-6; pencils; colored pencils or markers

PROCEDURES:

1. Pass out copies of **worksheet A-5, Temperature Observation Sheet.** Using a local metropolitan newspaper and/or a videotaped clip of a national weather forecast, find the temperatures of a city in Puerto Rico and the nearest reported city to your own (temperatures reported are generally the day's predicted high). Record and date the first entry on the worksheet. Be sure that all the students know that they can obtain both temperatures by watching the Cable TV weather channel and by looking in the weather section of a metropolitan newspaper. Although San Juan will most likely be the city for which this information is available, any Puerto Rican students in your class are more likely to be from the cooler countryside.

2. Monitor the students' daily progress.

3. On the last day of the project, with older students review how to average numbers. Have the students average the seven days' temperature of Puerto Rico and then have them do the same thing for the local temperatures. With younger students, you may want to compute the average for them and have them compare the temperatures to determine whether the average temperature in Puerto Rico is greater than or less than the average temperature in your city, or you may want to go directly to worksheet A-6.

4. Pass out **worksheet A-6, A Bar Graph**. Explain how to chart the two cities' temperatures on adjoining, yet different colored bars in order to make a bar graph that compares the differences in temperature.

Worksheet A-5

Temperature Observation Sheet

Day	Date	Temperature: Puerto Rican city	Temperature: your city
1			
2			
3			
4			
5			
6			
7			
		total of all 7 days for Puerto Rico	total of all 7 days for your city

AVERAGE TEMPERATURES

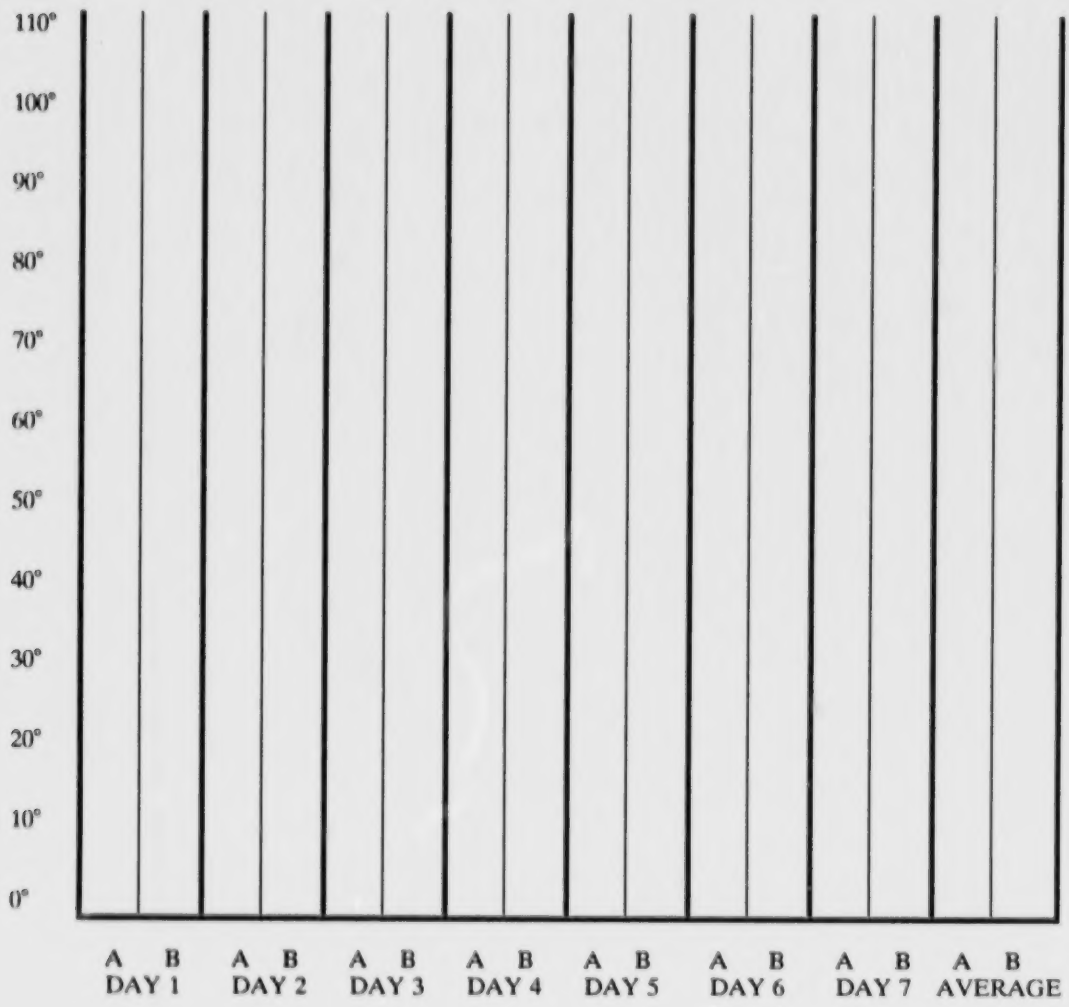
Divide this number to find the average temperature for each city

____ + 7 = average temperature, Puerto Rico	____ + 7 = average temperature, _____

Worksheet A-6

A Bar Graph

Dates _____



Puerto Rican city = A _____ = B
Your own city

Activity 4

DRAWING: WINTER ACTIVITIES THERE AND HERE

SUBJECT AREAS:
art, language

GRADE LEVELS:
2-4

TIME:
20 minutes (more if you do step 3)

OBJECTIVES:
- *to compare and contrast the climates of Puerto Rico and the mainland U.S.*
- *to speculate on some of the effects of the difference between the climates*

MATERIALS:
sheets of 9" x 12" drawing paper; crayons or colored markers

PROCEDURES:

1. Starting with students' current knowledge, discuss the concept of seasons with the students. Have them name the four seasons and then describe the characteristics of each season. Ask if they know of places in the world that do not have the same four seasons. Prompt them to think about their own or their parents' and relatives' places of birth. Have them amplify their answers. Compare and contrast the various student responses.

2. Drawing on the responses of students who are from Puerto Rico, or using information students gained from Activities 1 and 3 of this unit, bring the discussion to focus on Puerto Rico and the fact that temperatures remain fairly constant. Although the mountains do become cool in winter (as low as 50s at night), there are virtually no distinctions between the seasons. When you are satisfied that they understand that, pass a sheet of drawing paper to each student. Tell them to fold the paper in half. On one half of the paper, tell the students to draw an outdoor activity that they like to do in the winter. On the other half, tell them to draw what a child in Puerto Rico might do outside in the winter.

3. A follow-up might be to write about the differences depicted in the drawings.

Activity 5

FRUITS AND VEGETABLES

SUBJECT AREAS:
social studies, language

GRADE LEVELS:
3-6

TIME:
50 minutes over 2 days, several days apart

OBJECTIVES:
- *to identify the names of fruits and vegetables grown in Puerto Rico*
- *to sample new fruits and vegetables grown in Puerto Rico*
- *to compare fruits and vegetables*

MATERIALS:
worksheets A-7 and A-8; several fruits or vegetables from the list (in case some students don't bring their own); paper plates; cutting board; knife; napkins; labels for each fruit and vegetable.

PROCEDURES:

First session:

1. Using a wall map or globe locate Puerto Rico, then locate the equator and calculate the distance from Puerto Rico to the equator. To spark a discussion about the role of a region's climate in what types of foods can be grown there, ask students the following questions:

   - What type of weather does Puerto Rico have?
   - What types of fruits, vegetables, or grain crops would grow well in that climate?
   - Could we grow the same crops as the farmers in Puerto Rico do? Why or why not?

2. Pass out **worksheet A-7, Fruits and Vegetables**, which contains a list of fruits and vegetables grown in Puerto Rico. Read the list with your students, pronouncing each word in both Spanish and English. Have each class member pick <u>one</u> farm product to bring to class a few days later. Tell the students to circle that food and to ask their parents to buy that item for school. Encourage students to accompany their parent(s) grocery shopping and to ask their parents to point out as many of the fruits and vegetables as possible.

Fruits and Vegetables

Second session:

1. Collect fruits and vegetables from students and wash them thoroughly. Be sure each student has a copy of worksheet A-7. Again, read the English and Spanish words for the listed farm products, this time holding up the product as it is named. (You might wish to prepare labels ahead of time to place by each product, each label containing both the Spanish and the English word). Have students pronounce each name.

2. Cut up the fruits and vegetables into pieces small enough for class sampling. Have students make observations of the rind, seeds, color, smell and taste of the fruits and vegetables. **Worksheet A-8, Comparing Fruits and Vegetables,** or a similar chart can be used. You may wish to have students complete this part of the activity in groups, each group comparing 4-5 different products and reporting their results to the whole class.

3. Ask the class when and how often they eat these foods and in what form. Students may volunteer to bring in recipes from home that use the produce being sampled. In later classes students can prepare and eat the dishes made from the fruits and vegetables.

Worksheet A-7

Fruits and Vegetables

Spanish	English
aguacate (ah-gwa-cá-tay)	avocado
cebolla (say-bóy-ya)	onion
china (chée-na)	orange
coco (kó-ko)	coconut
gandules (gan-dóo-lays)	pigeon peas
guayaba (gwa-yá-bah)	guava
guineos (gee-náy-us)	bananas
habichuelas (ah-beach-wáy-las)	beans
lechosa (lay-cho´-sa)	papaya
lechuga (lay-chéw-ga)	lettuce
maíz (my-íss)	corn
mangó (man-gó)	mango
ñame (nyá-may)	yam
panapén (pa-na-pén)	bread fruit
papaya (pa-pá-ia)	papaya
pepino (pep-eé-no)	cucumber
pimienta (pee-mee-én-ta)	pepper
piña (peen-ýa)	pineapple
plátano (plá-ta-no)	plaintain
quenepas (k-nép-as)	quenepas
tamarindo (ta-ma-rín-do)	tamarind
tomate (to-má-tay)	tomato
yuatía (ya-w-teé-ya)	yautia
yuca (yóo-ka)	yucca

From a drawing by Jose Luis Pinto and Carlos Galvez.

Worksheet A-8

Comparing Fruits and Vegetables

Name	PRODUCE 1 _____	PRODUCE 2 _____	PRODUCE 3 _____	PRODUCE 4 _____
Shape Color Size				
Rind Seeds Flesh				
Taste Smell				

Activity 6

MATH STORY PROBLEMS

SUBJECT AREA:
mathematics

GRADE LEVELS:
3-5

TIME:
30-40 minutes

OBJECTIVE:
- *to practice skills in addition, subtraction, division, and multiplication*

MATERIALS:
worksheet A-9; pencils; scrap paper

PROCEDURES:

Pass out **worksheet A-9, Mathematics Problems**. Read each problem to the students, giving clues about the math procedure needed to solve the problem. Have students work independently or in groups. When the class has completed the worksheet, review the answers.

Worksheet A-9

Mathematics Problems

1. Tomatoes cost $.76 a pound in Puerto Rico. They cost $.99 a pound on the mainland. How much more do they cost per pound in the U.S.?

2. In Puerto Rico, I can walk to McDonald's from my house in 16 minutes. It takes me 31 minutes to walk to McDonald's from my house in New York. What is the difference in minutes?

3. My mother sent me to Pizza Hut to buy pizzas for my family. I bought 2 pizzas. Each pizza had 6 slices. There are 6 people in my family. If we divide the pizza equally, how many slices will each person get?

4. Onions cost $.67 a pound. I must buy 4 pounds for my grandmother. How much will 4 pounds of onions cost?

5. My mother sent me to the store to rent a video. She gave me a $5.00 bill. The cost of the video rental was $3.20. How much change will I have from the $5.00 bill?

6. I have $.89 and my brother has $.89. We want to buy a fresh pineapple. The market sells pineapples for $1.78. If we put our money together, will we have enough money to buy a pineapple?

7. I went to Burger King for dinner. I ordered a hamburger for $1.59, french fries for $.79, a drink for $.79, and a salad for $1.39. How much money will I need to buy all these things?

8. In Boston, a game of bowling costs two times what it costs in Puerto Rico. If it costs $1.25 to bowl in Puerto Rico, what does it cost in Boston?

9. If bananas cost $.15 a pound in Puerto Rico, how many pounds will I be able to buy with $.45?

10. At the movies, I wanted to buy a candy bar that costs $.75. I gave the man 2 quarters and 2 dimes. He said that I had to give him more money. How much more did I have to give him?

NOTE: Puerto Rico uses the same currency that the rest of the U.S. uses.

Activity 7

A TRAVEL BROCHURE

SUBJECT AREAS:
art, social studies

GRADE LEVELS:
4-6

TIME:
60-90 minutes

OBJECTIVE:
- *to design a travel brochure using the knowledge gained from previous lessons on Puerto Rico*

MATERIALS:
travel brochures; legal size paper; pencils, scissors, glue, magazines, crayons, colored markers.

NOTE: This activity will be most useful if done after several activities from this publication have been completed.

PROCEDURES:

1. Bring in various travel brochures, which can be obtained at no cost from local travel agents. Please be sure to include at least some from tropical areas similar to Puerto Rico.

   Explain to the class that they will now have an opportunity to design a travel brochure about Puerto Rico. Ask them if they have ever seen a travel brochure. Pass out the samples you brought to class and give students time to review them. Then ask the following questions to spark their interest.

   - What are travel brochures used for?
   - What makes people like one brochure more than another?
   - What colors are used?
   - What kind of printing makes people like the brochures?
   - What type of words are used in the descriptions?
   - What kinds of people are shown in the pictures?
   - Do the brochures show any negative activities or people or only positive things?
   - What kinds of geographic areas are shown?
   - Why do these places want tourists to visit?
   - Why do tourists want to visit these places?
   - Does the brochure want to make you visit the places shown?

A TRAVEL BROCHURE

2. After the initial brochure review, have students get into groups of three or four. Pass out legal size paper to the students. Instruct the students to design their own brochures with their group mates. They may use the professional brochures as models.

3. To help students get started, ask the class what kinds of things they want to have on the front cover: people at the beach, historic sights, etc. Write their responses on the board. Do the same for the interior panels. If any group has difficulty replicating the folds of a typical travel brochure offer assistance.

4. When students are finished, display the final products on a bulletin board in the classroom, school lobby, or corridor.

INTRODUCTION

In the western hemisphere, particularly, communities are not static; they are constantly changing as individuals, families, and groups move in or out for a variety of personal, social, political, and economic reasons. Many recent studies show that during the last 60 years the major influx of Puerto Ricans to the mainland United States coincides with the demand for labor on the mainland and the island's fluctuating economy. In the 1940s and '50s, the Puerto Rican economy shifted from agriculture to manufacturing, in part because manufacturing produces more jobs per square foot of land, an important factor on a densely populated island. At that time skilled agricultural workers came to the mainland in search of work. More recently, those who migrate are likely to be skilled factory workers or professionals educated in the island's colleges and universities, many of whom are recruited by American companies. Others join the armed services and end up in the states, or they marry someone from the states. Since the Jones Act of 1917 made Puerto Ricans U.S. citizens, like other U.S. citizens, they can move freely throughout the U.S.

For many people, but most especially for children, moving from one place to another is very difficult. They must leave behind friends, sometimes family, favorite places, and memories. Puerto Rican children moving to the mainland find a new language (both verbal and nonverbal), culture, and climate. They must also adjust to a different school environment. Puerto Rican students are used to working in groups, sharing information, and conversing while working. The Puerto Rican student who enters a traditional mainland classroom in which each student works alone and where competition is encouraged may find it very difficult to adapt.

It is important for students to understand some of the causes as well as problems of migration in order to better understand the people affected by them. This unit suggests three activities to help students understand the causes

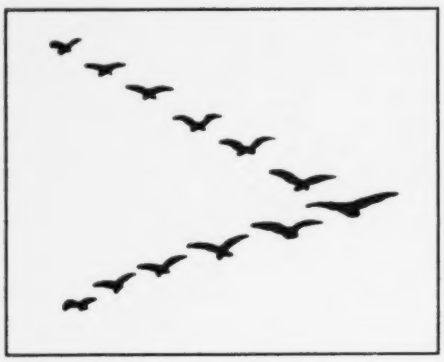
(continued)

Activities:

1. How Does It Feel To Move?
   - language, art
   - grades 2-6
   - 30-60 minutes

2. Why Do People Move?
   - social studies, language
   - grades 6-8
   - 40-60 minutes

3. Migration in My Community
   - social studies, English
   - grades 6-8
   - 4-5 hours over several days



of migration, the difficulties associated with leaving one's home and adjusting to life in a new place, and the ways in which their own community has changed as various groups have moved in or out. Activities in this unit tend to be more general and apply equally to any migrating group in the students' community, whether from Puerto Rico or elsewhere.

Activity 1

HOW DOES IT FEEL TO MOVE?

SUBJECT AREAS:
language, art

GRADE LEVELS:
2-6

TIME:
30-60 minutes, which can be broken into two sessions

OBJECTIVE:
- *to hypothesize about the difficulties of leaving one place and adjusting to life in another*

MATERIALS:
drawing and writing paper; pencils or pens; crayons or colored markers

PROCEDURES:

NOTE: This activity was designed primarily to help students who have not migrated to understand how it must feel to be uprooted. If you have students who have migrated (especially from Vietnam or Cambodia), this activity may not only be real for them, but painful and depressing as well. We urge you to be sensitive and judge its appropriateness for your students.

1. Give each student a sheet of drawing paper and sheet of writing paper. On the drawing paper, have the students draw a picture of something that they would want to bring with them (that they couldn't bear to leave behind) if they had to move to a new place. Then, under the drawing, or on the writing paper, have students write about why they chose the item they did and how they think this item would help them adjust to life in their new place.

2. Allow students time, either in whole group discussion or in small groups, to discuss their drawings and their writing. End this part of the activity by generating a list of the ways the students' selected items would help them adjust to life in a new place. Write the list on the board or on a large sheet of paper.

3. Next turn the discussion, again in whole or small groups, to brainstorming the difficulties students would expect to encounter if they were to move to a completely new place, like Puerto Rico, and some of the things the people in the new place could do to help them adjust. Again, write the list so that all students can see it.

4. Discussion should provide ample ideas for students to write two paragraphs, one about the difficulties they would expect to meet if they were to move, and another about some of the things that could help them overcome these difficulties. Depending on the age of your students, you may choose to write the paragraphs together; assign half the students to one paragraph, half to the other; or assign each student both paragraphs.

Activity 2

WHY DO PEOPLE MOVE?

SUBJECT AREAS:
social studies, language

GRADE LEVELS:
6-8

TIME:
40-60 minutes

OBJECTIVES:
- *to hypothesize about why people move*
- *to define and apply the following concepts: categorization and kinds of moves (local, national, international, permanent, temporary, voluntary, and compulsory)*

MATERIALS:
worksheets B-1 and B-2; paper; and pencils

PROCEDURES:

1. Begin by asking students why people move from one place to another. We recommend that you ask students to discuss the reasons in small groups. (See the Introduction to this publication for more detailed suggestions for group work.) Ask each group to list as many reasons as possible why people move from one place to another.

2. After about 10 minutes, ask each group to report its list.

   a. List on the blackboard the different reasons given by each group (list them under Group #1, #2, #3, etc.).

   b. Explain that the next step is to categorize these reasons under different types of moves. Give them **worksheet B-1, Reasons Why People Move**, which defines the term *to categorize* as well as *local move, national move, international move, permanent move, temporary move, voluntary move, and compulsory move*. Give them time (10 minutes) to read.

      Make sure that students have a clear understanding of the definitions. Explain that it is likely that some of the reasons students gave about why people move fall into more than one category or definition. Explain that they have to decide under which categories presented in worksheet B-1 each of their reasons falls. Each group works on its own list, and before assigning a category, each group must reach consensus. (Even the legal system does not make clear whether a move from Puerto Rico to the mainland is national or international.)

   c. Once the groups have assigned categories, ask one member of each group to present the conclusions to the whole class. If the report needs clarification, give the group the opportunity to clarify for the whole class.

3. **Worksheet B-2, Categorizing Why People Move,** can be completed individually or in groups at another session.

Worksheet B-1

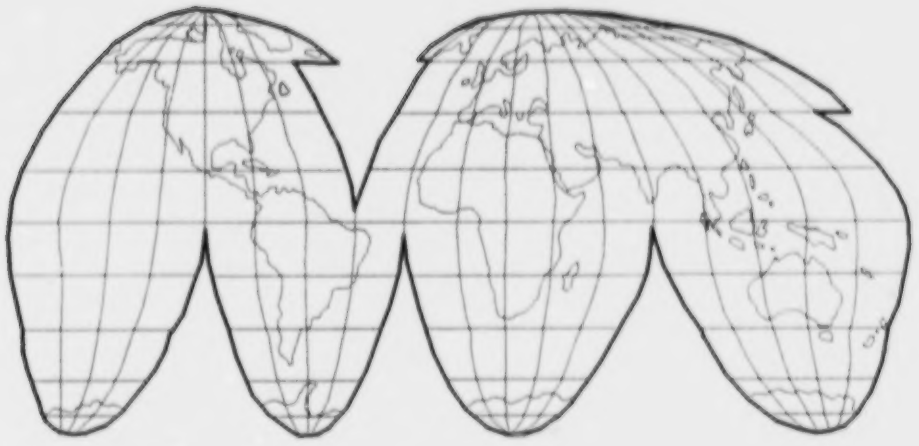
Reasons Why People Move

Study these definitions.

To categorize: To put something in a group with other things that are similar to it in some way

The moves that people make from one place to another can be categorized like this:

- Local move: a move from one city to another city within a state
- National move: a move within a country
- International move: a move from one country to another country
- Permanent move: a move from one place to another for good
- Temporary move: a move from one place to another for a limited period of time
- Voluntary move: when people decide on their own to move from one place to another
- Compulsory move: when a person must move from one place to another



Worksheet B-2

Categorizing Why People Move

Read each of the sentences below and decide what type of move (local, national, international, permanent, temporary, voluntary, or compulsory) you think it is. Circle all the ones that apply.

Example: Kim Lee escaped from Cambodia because of the war taking place there and came to Lowell, Massachusetts, as a refugee. His move is: (Circle the ones that you think are appropriate.)

Local • National • International • Permanent • Temporary • Voluntary • Compulsory

1. **Maria moved with her family from New York back to Arecibo, Puerto Rico. Her move is:**

Local • National • International • Permanent • Temporary • Voluntary • Compulsory

2. **Amanda and her parents moved from Hartford, Connecticut, to Lawrence, Massachusetts. Her move is:**

Local • National • International • Permanent • Temporary • Voluntary • Compulsory

3. **Juanito came from Argentina and decided that he will stay in Rhode Island for the rest of his life. His move is:**

Local • National • International • Permanent • Temporary • Voluntary • Compulsory

4. **Nancy lived in Bridgeport, Connecticut, but she always dreamed about living in Hartford, Connecticut. She just moved there last fall. Her move is:**

Local • National • International • Permanent • Temporary • Voluntary • Compulsory

5. **The Chilean government forced Carlos to leave the country because of his political ideas; he ended up living in Venezuela. His move is:**

Local • National • International • Permanent • Temporary • Voluntary • Compulsory

6. **Roberto and Natalia did not like the weather in Vermont so they moved to California. Their move is:**

Local • National • International • Permanent • Temporary • Voluntary • Compulsory

7. **Carmen and her children escaped from the war zone in El Salvador. They lived for six months in a refugee camp on the Guatemalan border before the U.S. Government let them live in New Jersey. They hope to return some day. Their move is:**

Local • National • International • Permanent • Temporary • Voluntary • Compulsory

Activity 3

MIGRATION IN MY COMMUNITY

SUBJECT AREAS:
social studies, English

GRADE LEVELS:
6-8

TIME:
4-5 hours (of preparation, a trip into the community, and interpreting and presenting the results) spread over several days

OBJECTIVES:

- *to interview a community member about migration and about the characteristics of the community where the students live*
- *to apply knowledge about why people move in preparing questions for the interview*
- *to interpret information gathered from an interview using information collected from an interview*

MATERIALS:
a copy of the local newspaper; information about the history of the community that can be made available to students (public or school library); a map of the community, with its bordering cities, that can be colored by the students as a common document for the whole class; tape recorders (1 to every group of 3-4 students); cameras; video cameras and videotape player; worksheet B-3

PROCEDURES:

Before Class

1. Set up appointments with community representatives likely to be knowledgeable about and willing to answer students' questions about the movement of people in the community. The local United Way should be able to help you identify community based organizations. Other suggestions include members of the fire department, senior citizens' homes or associations, town planning departments, the library, and stores. Try to arrange the interviews at the same time and in an area that is compact enough that groups of students can easily reach their destinations on foot from a central location (the school itself or a location to which students travel by bus).

2. Contact the local newspapers and ask if they would be willing to print some of the student stories or reports about the community and the people living in it. If not, plan to produce your own school newspaper. Also seek a journalist who is willing to come to the class to teach students techniques for writing newspaper articles, including how to turn raw interview data into an article (see Step 7).

MIGRATION IN MY COMMUNITY

3. Obtain information about the history of the community from the local library to make available to students. Use it to determine the period about which students should seek information (e.g., last six months or last five years, but select a period that falls completely within the students' lifetimes).

4. Contact parents to ask for their support of this initiative (to help during the field trip, to videotape part of the visit, etc.).

5. Buy a map of the community, with its bordering communities, that can be colored.

Classroom Activities

1. Before students go out into the community, explain that the objective of their trip will be to better know and understand the people who live in the community by finding out when and why people moved into and out of the area. Assign students to groups of three or four who will work together to interview and record what they learn. Assign each group a person to interview.

2. If the newspaper has agreed, encourage students by telling them that the local newspaper is willing to print their stories about the topic and that many people will read what they write. Circulate a copy of the local newspaper to show them where their writing will be printed. Explain that they will be reporters whose assignment is to interpret the movement of people into and out of their community. Explain that in order to be prepared to observe and ask questions during their trip into the community, they will have to think ahead of time about the questions they will want to ask the people they interview.

3. Tell students only as much information about the local history as they need to be able to think of good questions to ask. For example, if you know there was a sudden drop or surge in population at a particular time, tell them. Draw on students' knowledge of what the community looks like. Does the community have mostly old buildings? What were the materials used to build the old houses? Does the community have a lot of parks, trees, flowers, etc.? What types of stores are in the area? Does it have industries? What do they produce? Where do most of the people who live in the community work? If students cannot answer these questions, then one of the objectives of the field trip will be for them to observe their surroundings and be able to answer them, but chances are that together students can develop accurate answers. Share with students whatever materials you gathered.

4. Based on this discussion of what the community is like, ask each of the students to write down a few questions they would like to ask the interviewees about migration into and out of it. If you have completed Activity 2 of this unit, remind students that they should apply all the new concepts they learned about why people move. When each student has had time to write down a few questions, have them go to their groups to check their questions with the other members in order to make sure that they do not ask the same questions and that they decide who asks what. Explain that the more information they get from the field trip, the more complete will be their report to the newspaper.

   Have each group share with the whole class the type of questions they plan to ask. Give each student a copy of **Worksheet B-3, Doing a Good Interview**; go over the points on it, and ask students to write their questions in the space provided.

5. Before the students leave for the field trip, it would be advisable for them to have a visual knowledge of the geographical configuration of the community. What communities border their own? In preparation, place the map of the community in a visible and accessible spot on the wall. If it's possible, make small xeroxed versions of the map without the names of the communities. Have students color the map and name the communities that geographically delimit their own (this can be a homework exercise). On the big map, use colored pins to mark the places they will visit during the field trip.

6. If you get the participation of parents (or students) with video equipment, both still photos and a videotape of the visit to the community could be fun for students to see later on and useful in the writing of the report as a visual recording of the building, places, and people in the community. The tape can also be played on parents' nights, at the school's open house, or at meetings of local community groups to familiarize the community with the students' project.

7. Students will need guidance in converting raw interview tapes into newspaper articles. If you were able to find a journalist willing to help, ask that person to come in to do a workshop to help the students once they have gathered the information. You might require that each group accompany its written article with a drawing or captioned photo. Such visuals will enhance any display whether in a newspaper or on a bulletin board.

Worksheet B-3

Doing a Good Interview

An interview is a conversation that you make interesting by asking good questions. Use the space at the bottom of this page to write the most important questions you want to ask the person you are going to interview.

Before you do your interview, here are some things you can do to make it interesting and fun for you:

- Practice asking your questions out loud to yourself or to someone else.
- Bring a tape recorder so you don't have to worry about taking notes during the interview.
- Introduce yourself by saying your name. For instance, "Good morning, my name is . . . and I would like to ask you some questions." In that way, it will be possible to identify the interviewer when listening to the recording.
- Look at the person you are interviewing carefully. Also listen politely when another member of your group is asking a question.
- If you are not sure if you understand an answer, say what you think you've heard and ask if that is what the person meant.
- When you are done, thank the person for talking with you.
- Send the person a copy of the article you write.

Puerto Rico:
A Blend of Cultures

C. The Taíno, Early Puerto Ricans

D. The Spanish Arrive

E. Many Heroes

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INTRODUCTION

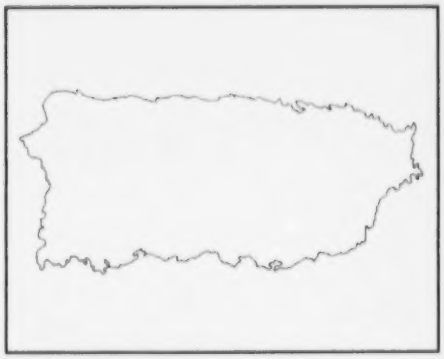
Modern scientific discoveries indicate that the Indians of North, Central, and South America came from Asia by way of a land mass that once crossed the Bering Strait. Scientists suggest that all American Indian people originated from this small band of wanderers, composed of only four women and perhaps seven men. As time went on, the descendants of this small tribe of gatherers migrated to new geographical areas in search of food, even crossing large bodies of water to do so. The Greater Antilles (Cuba, Hispaniola, Jamaica, Puerto Rico) was one of the last areas in the Americas to be thus populated.

Puerto Rico's first inhabitants were most likely North American cave dwellers who arrived on the island by raft-like vessels. They survived on a diet of fish, seeds, nuts, and wild fruits and animals, as they did not understand the cultivation of the earth nor the concept of animal husbandry. Their simple culture had few objects, and those were primitively made of stone, shell, or wood. The Caribes (kar-eé-bis), as they were known, hunted with stone knives and lances and called their island home Borinquen.

Around the first century A.D., another group of Indians came to the island by canoe, probably from Florida and South America. These Indians, a blend of

(continued)

Activities:



1. Taíno Homes
   - social studies, art
   - grades 2-6
   - 60-90 minutes over 3-4 days

2. What Is a Community?
   - social studies, art
   - grades 1-6
   - 30-60 minutes

3. Dyeing Cloth the Taíno Way
   - art, science
   - grades 1-5
   - 30 minutes (plus optional activities)

4. Charting Sweet Potato Growth
   - science, math
   - grades 1-6
   - 15-20 minutes, plus 10 minutes for several subsequent days

5. Taíno Musical Instruments
   - social studies, music, language arts
   - grades 3-5
   - 30 minutes

6. Making a Musical Instrument
   - social studies, music, art
   - grades 3-5
   - 30 minutes

INTRODUCTION

Arawak and Igeneris, possessed a more complex, culture than the earlier inhabitants. They cultivated yucca, batata, yautia (yam-like root vegetables), and corn, hunted with bows and arrows, and fabricated tools and utensils. A sedentary people, their houses were well constructed of wood and canes tied tightly together. The women had the difficult job of thatching the roofs with palm leaves.

Theirs was an organized society, with rules for governance. The ruler, called a cacique (ka-seé-kay) if a man and a cacica (ka-seé-ka) if a woman, lived in a large rectangular house called a caney (ká-nay), which had windows and a balcony. The entire village would meet there for religious ceremonies. The other villagers lived in smaller, round houses called bohíos (bo-eé-os). A bohío had one room in which the family lived, cooked, ate, and slept. There was little furniture, except for hammocks hung from the ceiling and small benches made from stone or wood.

The actual village was built around a plaza area. The plaza or batey (báh-tay) was used for ballgames, religious ceremonies, and other celebrations. Daily activities centered around the village. The young children learned about laws, customs, traditions, and religion from the adults. They learned by watching and participating in the every day activities of fishing, farming, weaving, and pottery making. Both men and women served as warriors to protect the society. Oral storytelling was also an important element in the passing on of traditions and customs from generation to generation. It was this group of Indians whom Columbus encountered when he reached the island in 1493. They were the Taínos, which in the Arawak language meant "the good people."

The Taínos as a distinct group of people with a culture and language of its own soon disappeared. Many succumbed to diseases the Europeans brought with them while others, through intermarriage with both Europeans and Africans, gave birth to a new group of people called the Puerto Ricans. Today, Taíno roots can be found in some vocabulary words, both English and Spanish, and names of Puerto Rican towns. For example, the Taíno believed that a bad spirit or god, Juracán (Hurricane), was responsible for evil winds. Other words that come from the Taíno are canoe (canoa), maraca, and hammock (jamaca).

Activity 1

TAÍNO HOMES

SUBJECT AREAS:
social studies, art

GRADE LEVELS:
2-6

TIME:
60-90 minutes over 3-4 days

OBJECTIVES:
- *to observe and describe construction patterns and materials used in Taíno homes*
- *to apply that knowledge by constructing a model*

MATERIALS:
worksheet C-1; worksheet C-2 copied onto oaktag; scissors; glue, wooden sticks 1 1/2" and 3 1/2" long; brown paint, brushes; straw

PROCEDURES:

Before class

For each student or group of students, prepare oaktag with dotted lines to correspond to those on **worksheet C-2, Pattern for the Bohio** (some photocopy machines can reproduce on oaktag or similar heavy paper.)

Cut out and construct one bohío (bo-eé-o) to be sure you are familiar with the process.

Class Activities

1. Pass out **worksheet C-1, Taíno Homes,** and lead the children to discuss the apparent construction of Taíno houses. For background information, see the introduction to this section. Ask questions like the following:

   - What did the houses look like?
   - What does it look like the houses were made of?
   - Why do you think one house is larger than the others?
   - Do our homes look like these? Compare and contrast our homes or homes of other cultures that have been studied previously.

2. Distribute oaktag, scissors, and glue to each student or group of students and begin to construct the bohíos by completing the instructions for Day 1, which begin on the following page.

TAÍNO HOMES

Day 1:

Explain and demonstrate the cutting of the oaktag into two pieces along the dotted line, forming two rectangles.

Hold up the piece called "house." Cut along the three dotted lines to form the door.

Bring points "A" and "B" together to form a cylinder. Glue the edges and hold together until secure.

Take the other piece of the cut oaktag called "roof" and cut along the dotted lines. Then hold it by the top two corners at points "C" and "D". Bring points "C" and "D" together to form a cone. Overlap the sides and glue the entire seam together. Hold together until secure.

Day 2:

Distribute glue and sticks. Instruct the students to put glue on the sticks and to glue them to the house. Cover the full circle (sides) of the house, but not the roof.

Cover the cone roof with glue, and place the straw on top to cover the roof area. (The straw represents palm leaves.)

Day 3:

Have the students paint the houses. Let dry for one day.

Day 4:

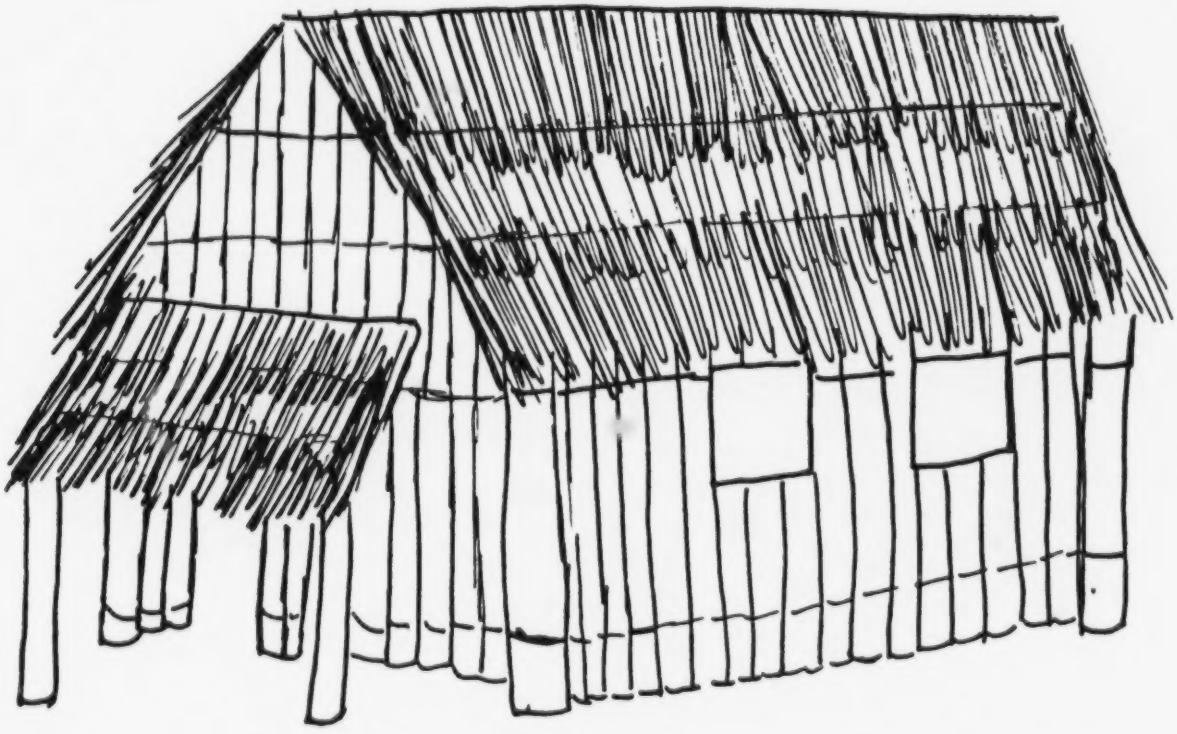
Place the roof on the house.

Worksheet C-1

Taíno Homes

BOHÍO

CANEY



C

Pattern for

ro

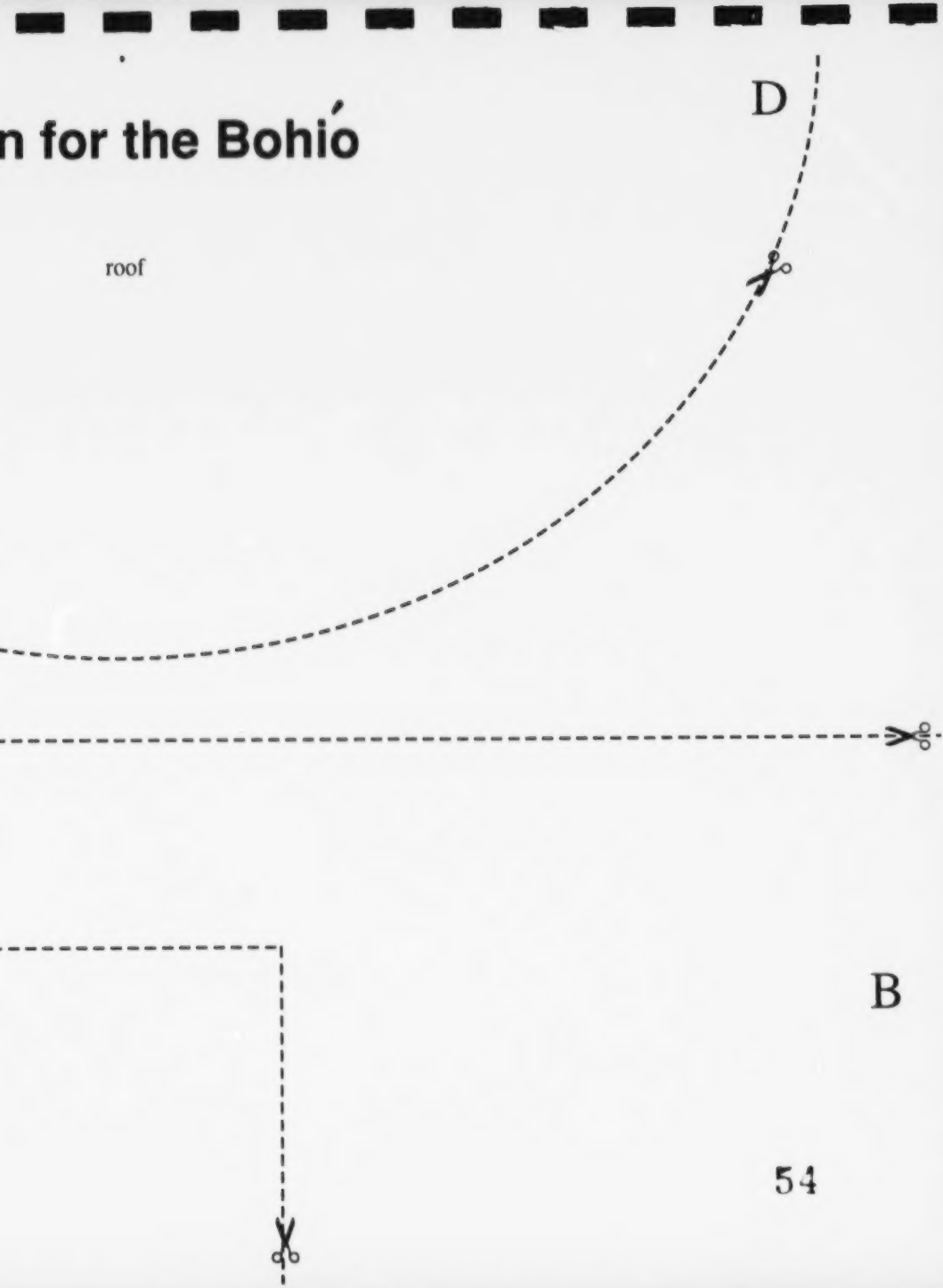
The Taínos, Early Puerto Ricans
Worksheet C-2

house

A

n for the Bohío

roof



Activity 2

WHAT IS A COMMUNITY?

SUBJECT AREAS:
social studies, art

GRADE LEVELS:
1-6

TIME:
30-60 minutes

OBJECTIVES:
- *to observe how the buildings in a community are arranged and apply that knowledge to arranging a model community*
- *to identify some of the characteristics of a community*
- *to compare and contrast communities*

MATERIALS:
worksheet C-3; local street maps; (large sheets of brown paper)

PROCEDURES:

Before class

Review the background information provided in the introduction to this section, particularly the information about the layout and organization of the Taíno village.

Classroom Activities

1. Pass out **worksheet C-3, A Taino Village.** Have the students color the homes, if you wish. They may also draw in people. Then lead a discussion, or have the children work in groups to discuss the following questions:

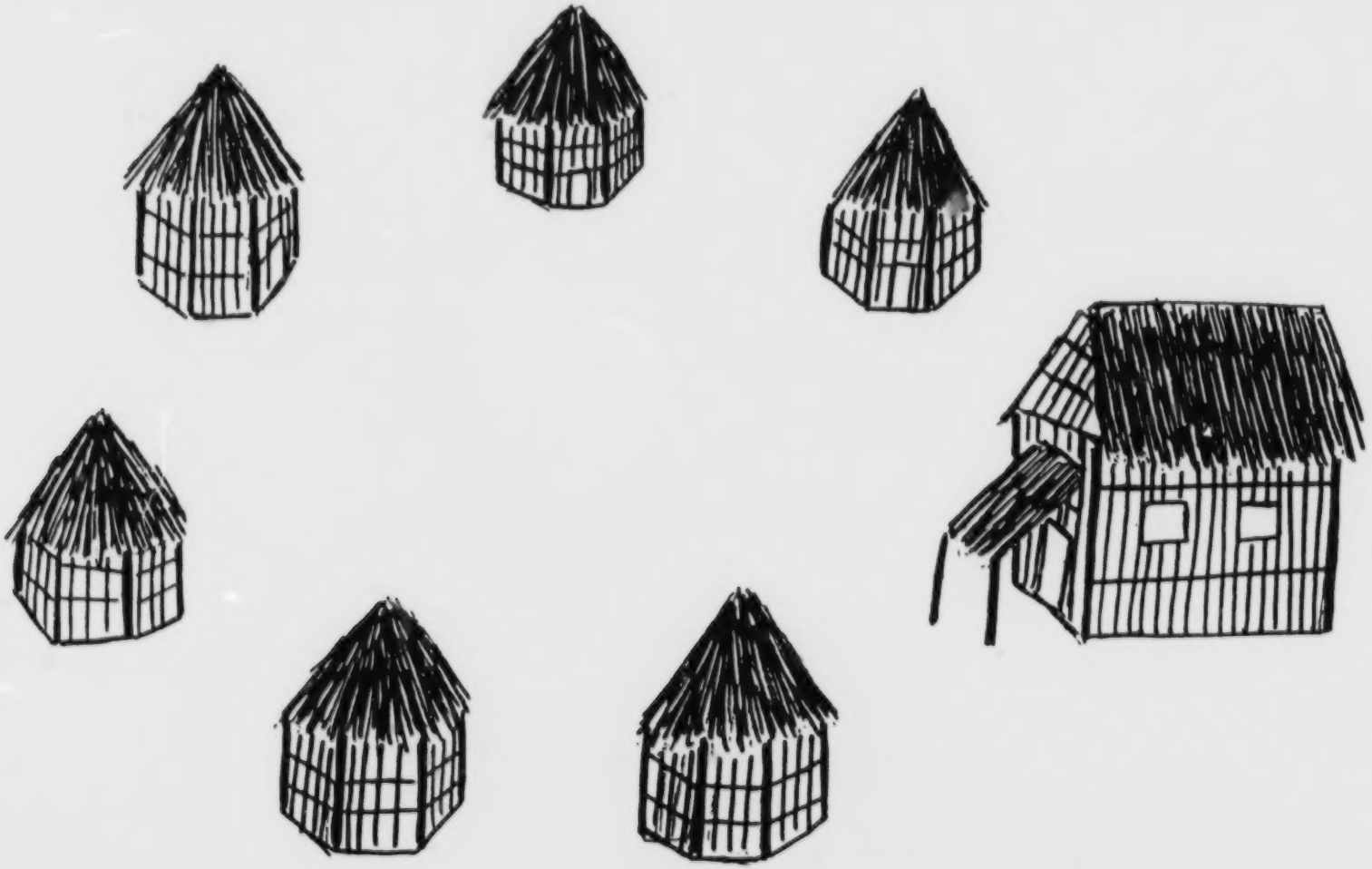
   - How was the village set up?
   - Why do you think it was it set up like that?
   - What do you think the middle area/plaza was used for?
   - Is our town/city set up like the Taíno Indian village? What are the similarities/differences?
   - What kinds of activities do we do as a community (group)?
   - What could we do as a class to become more of a community?

2. Bring in a street map of your own community and compare and contrast it with the layout of the Taíno Indian Village.

3. If your class completed Activity 1 of this unit, place large sheets of brown or manilla paper on a large table or the floor. Ask students to place their model bohiós in appropriate positions given what they now know about Taíno villages. If each student made a model, you may want to arrange more than one village.

Worksheet C-3

A Taíno Village



Activity 3

DYEING CLOTH THE TAÍNO WAY

SUBJECT AREAS:
art, science

OBJECTIVE:
• *to observe how plant juice can be used to dye cloth*

GRADE LEVELS:
1-5

MATERIALS:
cooking pot, water, cut up beets, heat source; white cotton cloth

TIME:
30 minutes (plus optional activities)

PROCEDURES:

1. Explain the following to the class: natural cotton is white in color. The Taíno Indians used cotton cloth to make clothes. To add colors to their clothing the Taíno people used vegetables to dye the white cotton cloth. In this activity beets are going to be used to dye some pieces of cotton the reddish color of beets. We use beets because they are available and will make a strong dye.

2. Demonstrate the dyeing of the cloth to the students by using the following procedure:

   Step 1: Fill a cooking pot 3/4 full of water.

   Step 2: Add the cut up beets to the water. Put the pan on a heat source and bring the contents to a boil.

   Step 3: When the water is a strong beet color, remove the pan from the heat and allow the contents to cool.

   Step 4: Remove the beets from the liquid. Retain the liquid.

   Step 5: Place a piece of the cloth into the liquid in the pan.

   Step 6: Remove the cloth from the liquid. Ring out the excess water. Allow the cloth to dry.

VARIATIONS/OPTIONAL ACTIVITIES:

1. Begin by asking students to hypothesize about whether Taíno people wore only plain white clothing and if not, how they think the Taíno used to color their white cotton cloth.

2. Have students bring other foods to make a dye out of (berries are good).

DYEING CLOTH THE TAÍNO WAY

3. Do an experiment: use a variety of foods and compare those that make a good dye and those that don't; or compare how different fabrics react to the dye (e.g. cotton absorbs the color, polyester does not).

4. Another experiment would be to change the concentration of the dye by varying the number of beets per amount of water and/or the cooking time as well as the amount of time the cloth is left in the liquid.

Activity 4

CHARTING SWEET POTATO GROWTH

SUBJECT AREAS:
science, math

GRADE LEVELS:
1-6

TIME:
15-20 minutes initially, then 10 minutes or so each day for several days

OBJECTIVE:
- *to observe, record, and predict the growth of a sweet potato*

MATERIALS:
worksheet C-4; four toothpicks, a glass, water, string, a sweet potato (or a set of these materials for each group of 3-4 students)

PROCEDURES:

Depending on whether you choose to grow one sweet potato or have each group of students complete this activity, demonstrate and have students repeat the following procedures, or allow students to assist you:

1. Place four toothpicks in each potato so that it can be suspended partially in and partially above the water. Place the potato in a glass of water.

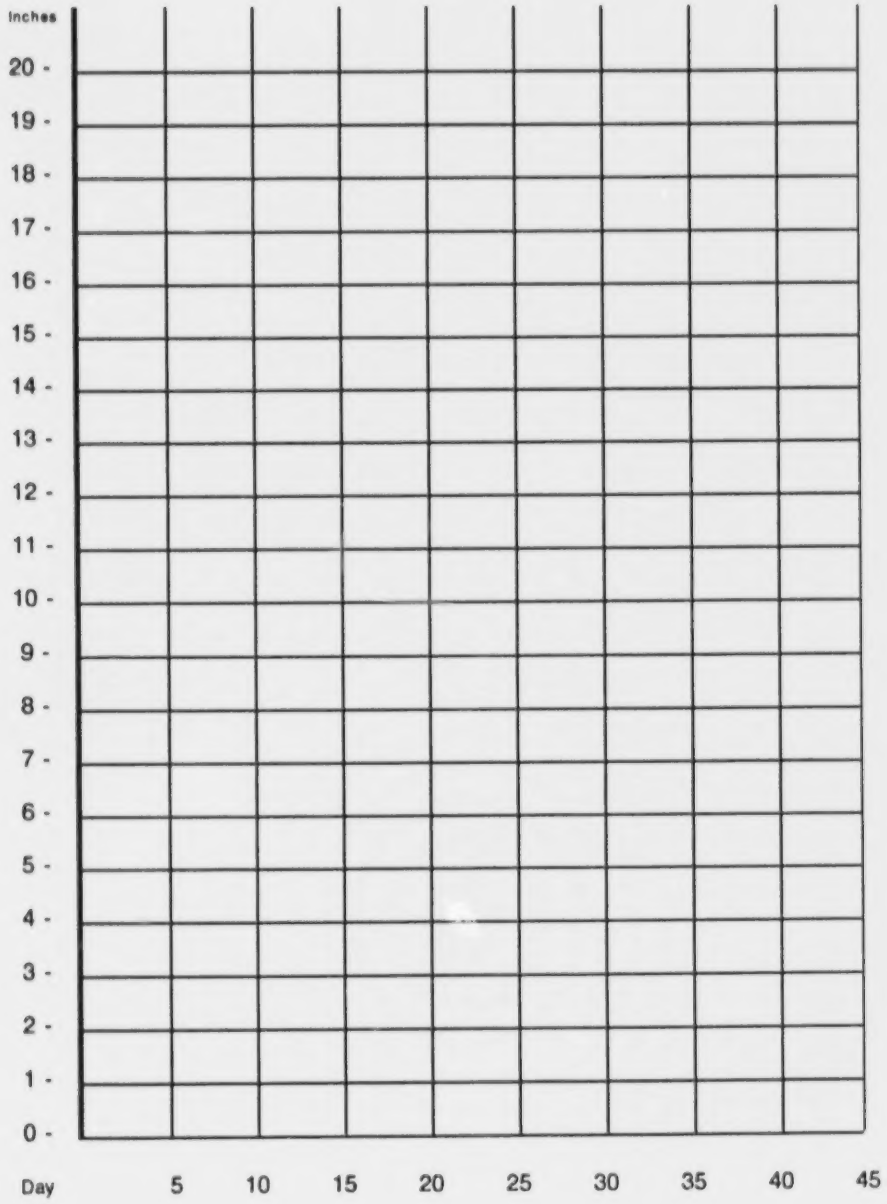
2. Put up on the bulletin board or distribute to each group of students **worksheet C-4, Charting Sweet Potato Growth**, on which they can record daily growth. Show them how to plot the growth, placing the first points at zero inches. Sprouting should begin in about a week. Allow time every day or every few days to plot the growth. When leaves appear, a sticker or green mark can be placed at the appropriate point on the graph.

3. When vines begin to grow, train them to grow over a string that travels from the glass to someplace a few feet away. Replenish water as needed.

4. Once growth has begun and an upward pattern is evident on the graph, students can make predictions about the growth.

Worksheet C-4

Charting Sweet Potato Growth



Activity 5

TAÍNO MUSICAL INSTRUMENTS

SUBJECT AREAS:
social studies, music, language arts

GRADE LEVELS:
3-5

TIME:
30 minutes

OBJECTIVE:
- *to identify some Taìno instruments*
- *to match pictures, names, and materials*

MATERIALS:
worksheets C-5, C-6, and C-7; gourds, maracas, a flute, and other rhythm instruments similar to those of the Taíno

PROCEDURES:

1. Bring to class a few different shaped gourds as well as any instruments similar to those of the Taíno that you can obtain, perhaps from the school's music teacher.

2. Ask students if they are familiar with any of the instruments. If appropriate, allow students to touch and make sounds and rhythms with the instruments.

3. Write the names of the instruments from **worksheet C-5, Taìno Instruments**, on the board. For each instrument, pronounce the name and ask students the following questions:

   - Can you describe this instrument? (If yes, ask those students to draw the instrument on the board. If students are unfamiliar with an instrument, go on to the next one.)
   - What is it made of?
   - How can you make sound with it?
   - Is the sound what you expected it to be like?
   - Can anyone in the class play the instrument?

4. Have students get into groups of three or four. Pass out **worksheets C-5 and C-6, What Taìno Instruments Looked Like**; ask students to work in their groups to name each instrument on worksheet C-6. With younger students, you may want to read the descriptions on worksheet C-5 aloud, and have them individually complete the worksheet using the names you have written on the board.

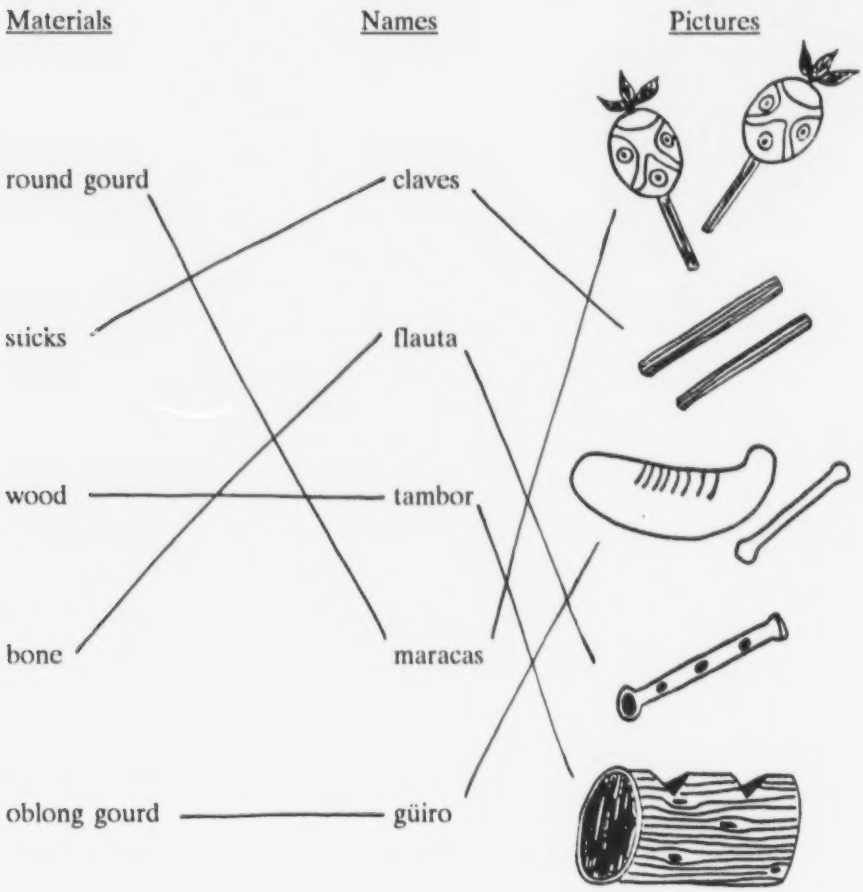
5. When they are finished, have each team name an instrument. Correct any mistakes.

TAÍNO MUSICAL INSTRUMENTS

6. Discuss the fact that music is common to people around the world, although sounds, uses, rhythms, and instruments may be different.

7. Distribute **worksheet C-7, Do You Remember?** and ask students to match each name to a) its picture and b) the materials of which it is made.

The answers to worksheet C-7 are as follows:



Worksheet C-5

Taíno Instruments

Maracas

Maracas are rhythm instruments. That means you can create a beat with them. The Taíno Indians made them from round gourds. The gourds have seeds inside. After the gourd dries out you hear the seeds rattling around. The Indians attached sticks of wood to hold them and painted designs on them that stood for important things in their lives. Then they would shake them to create a beat. The maracas were used when the Taíno people had dances.

Flauta (Flute)

The flute is a wind instrument. Sounds are made by blowing through the hole at one end. Different sounds can be made by covering different holes on the sides. The Taínos made their flutes from bones. To make the bone hollow, they had to clean out the inside. They probably used shells or sharp rocks to make the holes along the side of the bone.

Tambor (Drum)

The tambor is a percussion instrument. Percussion instruments make sounds when the player hits them. The tambor of the Taíno Indian was made of wood. They used hollow tree trunks. Fire was used sometimes to make the trunks hollow. The end of the drum was usually covered with a thin skin. The drum could be played two ways. The Indians could bang it with their hands, or they could hit it with a stick.

Güiro

The güiro is a rhythm instrument made from a gourd. Instead of the round gourd used to make a maraca, the gourd of the güiro is oblong with one end wider than the other. The small end curves up. After drying the gourd, the Taíno Indians would scrape out notches in the form of lines. To make the rhythm sound they would scrape a stick or a bone over the notches. Today the güiro is still an important instrument used in Puerto Rican music.

Claves

The claves are sometimes called rhythm sticks. They were easy to make. The rhythm sound of claves comes from hitting the two sticks together. The beat depends on how fast or slow they are hit together.

Worksheet C-6

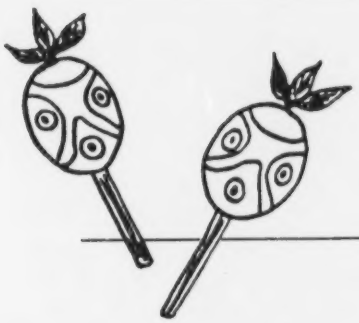
What Taíno Instruments Looked Like

This is called a:

This is called a:

This is called a:

These are called:

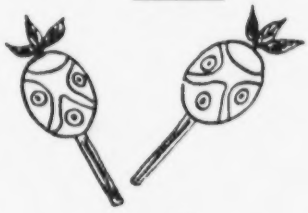
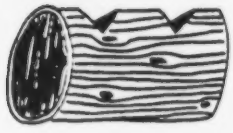


These are called:

Worksheet C-7

Do You Remember?

Draw a line from the instruments to their names and the material or materials they are made from.

Materials	Names	Pictures
round gourd	claves	
sticks	flauta	
wood	tambor	
bone	maracas	
oblong gourd	güiro	

Activity 6

MAKING A MUSICAL INSTRUMENT

SUBJECT AREAS:
social studies, music, art

GRADE LEVELS:
3-5

OBJECTIVE:
- *to make instruments that simulate the rhythm instruments of the Taíno Indians*

TIME:
30 minutes

MATERIALS:
dowels, rulers, pencils, or wooden blocks (claves); two blocks of wood, sandpaper and glue; or one block of wood, sandpaper, glue and a hairpick (güiro); empty coffee can and lid; or empty Quaker Oats box (tambor); L'eggs container or empty plastic vitamin or pill jar, small pebbles, stick and glue or tape, nails, hammer (maracas)

PROCEDURES:

If your students have completed Activity 5 of this unit, you may want to put them in groups. Assign or allow each group to select an instrument to make, and provide appropriate materials but leave the group free to come up with their own procedure for making the instrument.

Or you may choose a more structured approach in which you select a particular instrument, provide instructions to the students, and demonstrate its construction. You may find worksheet C-5 helpful.

The following steps suggest how to make each of four instruments. Feel free to experiment and use other ideas.

- Claves: Strike together the materials identified to make the sound.
- Güiro: Cover both blocks of wood with sandpaper and secure with rubber bands and scrape together; or cover only one block of wood with sandpaper and rub a hairpick back and forth on it.
- Drum: Use fingers to thump on the plastic or cardboard lid of the coffee can or Quaker Oats box. For a different sound, remove the lid and thump on the bottom of the container.
- Maracas: Use an empty L'eggs container or plastic jar. Put nail holes in both ends of the egg or plastic jar. Push a stick through the holes. Place some small pebbles or beans inside. Secure the egg with the tape or glue. Decorate and then shake.

INTRODUCTION

Most countries along the Atlantic coasts of North, South, and Central America today celebrate Columbus Day, or Discovery Day, the day on which Christopher Columbus first touched the shores of their country.

The story behind Columbus' first voyage is probably best known: Born in Genoa around 1451, Columbus became a sailor and map maker for Portuguese sea captains at an early age. In the 15th century, European trade expeditions traveled frequently to the Indies by going all the way around Africa. Based on his knowledge of maps, Columbus proposed a shorter route -- going west across the Atlantic to reach China and the Indies -- and spent many years seeking a sponsor for such a voyage. Finally, in 1492 he set sail backed by King Ferdinand and Queen Isabella of Spain.

On that first voyage he discovered Guanaheni (probably one of the Bahamas), which he named San Salvador; in 1493, his second voyage to the New World brought him to Borinquen (Bor-iń-kin), which he renamed Saint John the Baptist (now Puerto Rico). His third trip touched the coast of South America, and his fourth trip brought him to Central America.

With Columbus on his second voyage was Ponce de León, who later returned to the New World in search of gold. In 1508 he was granted permission to seriously explore the island Columbus had named Saint John the Baptist. On the island's northern coast he found a beautiful port. There he established a permanent settlement on the site of present day San Juan.

(continued)

Activities:

1. Columbus
   - social studies, language arts, art
   - grades 1-3
   - 45-60 minutes

2. Discovering
   - social studies
   - grades 1-3
   - 30-40 minutes

3. Ponce de León
   - language arts, social studies
   - grades 4-6
   - 45-60 minutes

4. Making a Diorama
   - art
   - grades 4-6
   - two 30-minute sessions

INTRODUCTION

As governor of the island, Ponce de León parceled out its land to other colonists and established a system that provided native people to work the farms and search the rivers looking for gold. Each Spanish settler received a number of workers to whom he would provide lodging, food, clothing, and Christian religious education. Although settlers' lands could be revoked if they did not provide these services, oftentimes the landowners overworked their laborers, many of whom died from the hard labor or were killed in rebellions.

One story tells how the Spanish tried to get the Taínos to accept and practice the Catholic religion. Perhaps because of the different languages, the Indians were confused about the story of how Christ rose from the dead after three days. They thought that all Spaniards would rise from the dead after three days, and so they feared them. Finally, after an old Taìno chief and friend of Ponce de León died, the chief's son tried his luck. With a few other men, he kidnapped a Spanish soldier and drowned him in a river. Then the men waited, scared, by his side for three days. When he did not come back to life, the Indians staged their first revolt against the Spaniards.

It was while he was in Puerto Rico that Ponce de León heard about an island somewhere north of Cuba that boasted of a source of water that would make someone eternally young. It was during this search that Ponce de León discovered a land full of beautiful flowers and other vegetation. Since he discovered this land during the Easter season, he named it after the Spanish word for Easter (Pascua Florida).

Wounded in battle with the natives of Florida, the conquistador Ponce de León went to Cuba to recover but died of his wounds there in 1513.

Activity 1

COLUMBUS

SUBJECT AREAS:
social studies, language arts, art

GRADE LEVELS:
1-3

TIME:
45-60 minutes

OBJECTIVES:
- *to hear the story of Christopher Columbus' journeys to the Americas*
- *to explain where they have traveled and how it felt*
- *to remember an event and analyze how they felt*

MATERIALS:
worksheets D-1, D-2; crayons or colored markers; a globe

PROCEDURES:

1. Invite students to share where they've traveled or a place they've visited outside their neighborhood and how they felt about it -- either by using **worksheet D-1, My Travels,** or through a general discussion. If students first complete the worksheet, be sure that you offer them an opportunity to discuss their answers. Locate the places they've traveled on a globe or map.

2. Locate Genoa on the globe and tell students that you are going to tell them about a person who lived a long time ago who (also) liked to travel. Read the following passage:

   Lecturette: *Christopher Columbus was born in what is now Italy, in the town of Genoa. He loved the sea and became a sailor at an early age. He learned many things about maps and about foreign countries. He loved to travel.*

3. Pass out **worksheet D-2, The World Is Round,** to the class and have them color while you read the following passage:

   Lecturette: *We said that Columbus liked to travel to foreign places. When Columbus lived, people were afraid to cross the ocean because they believed that the world was flat. Columbus believed that the world was round and wanted to make a journey to prove this point. Other people had been sailing around Africa to China and the Indies, but the journey was very long. Columbus decided to travel west to get to China. It was on this journey that Columbus reached the Americas.*

   Using the globe, trace the journey around Africa to China and then the actual journey to the Americas.

4. Invite students to discuss the following questions. You may wish to have students respond alone or in small groups by writing or drawing, or you may wish to conduct a whole group discussion.

   Columbus had a hard time getting people to accept his beliefs that the earth was round. Have you ever believed in something no one else believed in? How did you feel? Were you able to convince anyone to believe you? Who? How?

5. Let students know how Columbus made out by providing them the following information:

   When Columbus made the decision to travel west, he decided to ask the kings of various countries to pay for ships, food, and sailors for the journey. For many years, he was unsuccessful.

   Then he traveled to Spain and convinced King Ferdinand and Queen Isabella to help him. They gave him three ships on which to make the journey: The Niña, the Piñta, and the Santa Maria.

   After four months of preparation, Columbus left Spain in August of 1492. He sailed with approximately 90 men and enough food and water to last a year. His party traveled for many months and the men were getting very angry. Finally, they reached an island, which he called San Salvador. Shortly after, he met some natives of the island and he named them Indians because he thought that he was in the Indies. He traded glass beads, brass bells, and woolen caps for spears, parrots, cloth, and gold. Then he returned to Spain. He arrived on March 15, 1493. The king and queen were so happy with the events of Columbus' journey that they promised him the ships and the money for a second voyage.

   For Columbus' second voyage, he was given 17 boats and 1,500 men. One year after his first voyage, in September 1493, Columbus set sail again. He traveled for many months and landed on an island that he called Dominica. He continued on his voyage and landed on another island that was called Borinquen by the Indians who lived there. That was on November 19, 1493. Columbus renamed the island Saint John the Baptist. This island is now called Puerto Rico and the capital city is called San Juan, which is Spanish for Saint John.

   A group of women led his ships to the western part of the island. These women were among the women and children he had freed from the Carib Indians who had been holding them captive in the Lesser Antilles.

Worksheet D-1

My Travels

Name _____ Date _____

I have traveled to _____. I went by _____

_____

Tell how you felt.

_____

Tell about what you saw.

_____

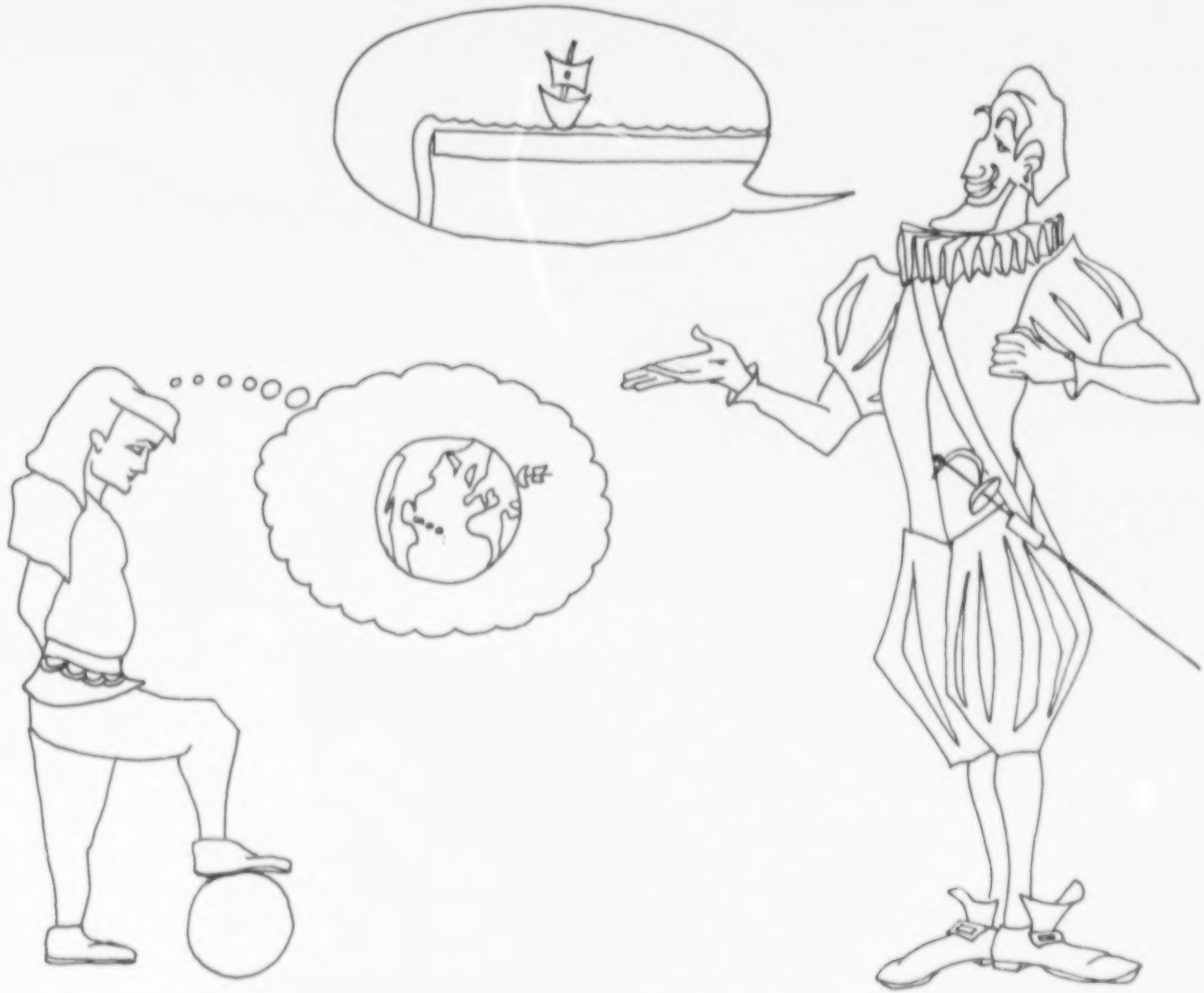
What do you remember best? Why?

_____

Do you like to travel?

Worksheet D-2

The World Is Round



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Activity 2

DISCOVERING

SUBJECT AREA:
social studies

GRADE LEVELS:
1-3

TIME:
30-40 minutes

OBJECTIVE:
- *to experience the feeling of discovery*

MATERIALS:
pens, pencils, markers, erasers, and other small treasures valued by students

PROCEDURES:

Before Class

Hide prizes in different locations in the classroom, enough for each student to have at least one. Set up the classroom with imaginary boundaries for water and land (e.g., groups of desks are land, the spaces between them water) and depict this on the blackboard so the children have a ready reference. Divide the area to be explored into four "zones" and label these on the blackboard map. You may wish to assign appropriate names related to Columbus' exploration of the Caribbean, or you may wish to wait and have students name them.

Classroom Activities

1. Divide the students into four groups. Assign or pick a name for each group (see above), and match each group to a particular zone of the room. Explain the room set up and the corresponding map on the board, allowing time for students to grasp the relationship.

2. Explain that each group is going to travel in an imaginary boat to its zone, and when the boat arrives, the students are to explore their assigned area. Remind students of the dangers they may encounter along the way, and let them know that there are treasures hidden in the new land.

3. Establish rules about who gets the discovered treasure -- i.e., the discovering individual or the group, which then distributes the prizes among its members.

4. Let them explore and discover, providing clues as needed to keep interest and effort high. If space (or noise tolerance) does not allow all four groups to explore at once, you might have two groups at a time explore, while the remaining two groups play background music for the explorers on simple instruments, for example, those constructed in Activity 6 of Section C of these materials.

Activity 3

PONCE DE LEÓN

SUBJECT AREAS:
language arts, social studies

GRADE LEVELS:
4-6

TIME:
45-60 minutes

OBJECTIVES:
- *to learn about Ponce de León's role in the discovery and early development of Puerto Rico*
- *to learn about how Ponce de León discovered Florida*
- *to recall newly acquired knowledge to solve a crossword puzzle*

MATERIALS:
worksheets D-3, D-4; pencils

PROCEDURES:

1. Read **worksheet D-3, Ponce de León, Explorer and First Spanish Governor of Puerto Rico,** to the students and have them read along. Or, ask students to volunteer to read one paragraph aloud to the rest of the class. Explain any words or concepts they do not understand, such as: explorers, colony, permanent, settlement, governor, native, land owner, Christian, rebel.

2. Begin a discussion of the concept of slavery by having students compare and contrast the treatment of the native Puerto Rican Indians to that of the blacks on southern plantations in the U.S. prior to the Civil War. (Students and teachers may need background information on U.S. slavery for this discussion.) Please be sensitive to the fact that some students may have had personal experiences with slavery or forced labor in their native countries.

3. Pass out **worksheet D-4, Ponce de León Crossword**, and have students complete the puzzle in groups of two or three. Before they begin, you may want to review these crossword puzzle guidelines with them:

   a. Read each statement to the left of the crossword puzzle.

   b. Try to guess what word would best fit into the blank line.

   c. Find the number of the sentence on the puzzle and check to see if the number of letters in the word you guessed fits into the boxes on the puzzle.

   d. If it does, use a pencil to write that word into the puzzle placing one letter in each box.

PONCE DE LEÓN

e. Remember:

Across means from left to right

Down means from top to bottom

Across Answers	Down Answers
3. Rico	1. Puerto
4. Fountain	2. Second
5. Governor	4. Florida
6. Spanish	8. Borinquen
7. Cuba	9. Gold
10. Ponce de León	

Worksheet D-3

Ponce de León, Explorer and First Spanish Governor of Puerto Rico

Juan Ponce de León was with Christopher Columbus on his second voyage to the New World in 1493. Like many of the first Spanish explorers, Ponce de León came to the New World in search of gold. In 1508 Ponce de León found a small amount of gold on one of the islands discovered during the second voyage of Columbus. This island is known today as Puerto Rico.

The King of Spain agreed to let Ponce de León explore the island for more gold and to build a colony for Spain there. In the northern part of the island, on the site of present day San Juan, he made his first settlement. Ponce de León became the first governor of the island.

Ponce de León wanted to be friendly with the native people of Puerto Rico, who called their island Borinquen. At first, the natives accepted the Spaniards as friends. But, later, perhaps because of the way they were treated by the Spanish settlers, the native sometimes fought with the Spanish conquerors, or conquistadores (kon-kis-ta-thó-res).

One of Governor Ponce de León's jobs was to give land to the Spanish settlers. In addition to land, he also gave native workers to the land owners. These natives would work for the land owner on the farms and in the mines. Ponce de León wanted the workers to be treated well, so he made some rules that the land owners had to follow if they wanted to keep their workers.

The land owners had to provide food, clothing, and shelter to all the workers. They also had to teach them the Christian religion. Land owners who did not provide these services for their help would lose their land.

Ponce de León might have thought he was helping the native people, but in reality, many of the land owners worked their help too hard. Many of the workers died from their hard labor. Others rebelled against their owners.

While he was in Puerto Rico, Ponce de León heard of an island north of Cuba that had a "magical" fountain. When people drank from this fountain, they would become young again. Ponce de León left Puerto Rico in search of the Fountain of Youth, but he never did find it.

During this trip, Ponce de León found a land full of flowers and trees. He discovered this land on Palm Sunday, the Sunday before Easter. Ponce de León named the land for the Easter Holiday, which in Spanish is called "Pascua Florida." While he was in Florida, Ponce de León was wounded during a battle with the Native Americans of Florida. He went to Cuba to be treated for his wounds, but he died there in 1513.

Worksheet D-4

Ponce de León Crossword

ACROSS

3. Ponce de León was the first governor of Puerto _____.

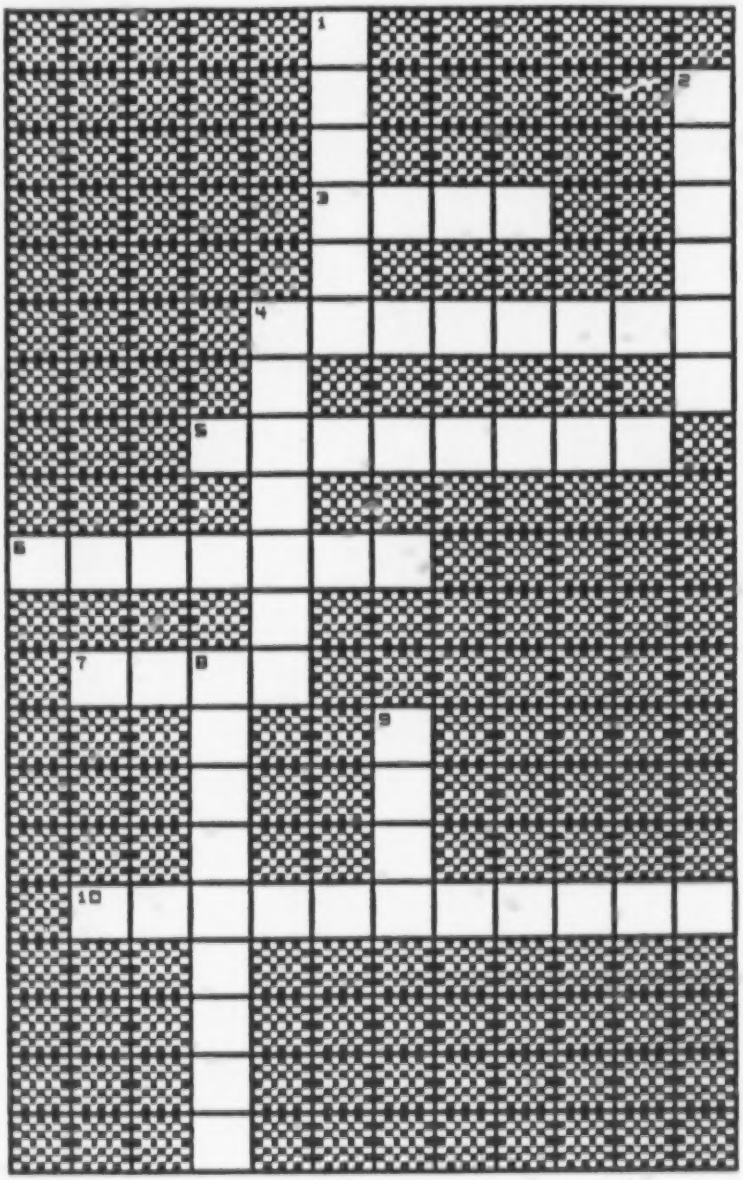
4. Ponce de León left Puerto Rico to look for the _____ of Youth.

5. Ponce de León was the first _____ of Puerto Rico.

6. Ponce de León was a _____ explorer.

7. Ponce de León died in _____.

10. _____ was the first governor of Puerto Rico.



DOWN

1. Columbus discovered the island of _____ Rico on his second voyage.

2. Ponce de León was with Columbus on his _____ voyage to the New World.

4. Ponce de León discovered _____ while he was looking for the Fountain of Youth.

8. _____ is the original name of Puerto Rico.

9. The Spanish explorers came in search of _____.

Activity 4

MAKING A DIORAMA

SUBJECT AREA:
art

GRADE LEVELS:
4-6

TIME:
two 30-minute lessons

OBJECTIVE:
- *to construct a visual representation of Ponce de León's conquest of Puerto Rico*

MATERIALS:
cardboard shoe boxes; construction paper; paste; scissors; crayons or markers; worksheet D-5

PROCEDURES:

Day 1

1. Pass out copies of **worksheet D-5, Conquistadores Diorama**, crayons or markers, construction paper, and paste.

   Have each student color figures 1-5, then paste the sheet onto construction paper. Let dry.

2. Distribute a cardboard shoe box and scissors to each pair of students and have them prepare the box by cutting away one of the long sides of the box.

Day 2

1. Have students cut out figures 1 and 5 from worksheet D-5 and paste them onto the back and sides of the inside of the shoe box (as shown in the upper left-hand corner of worksheet D-5).

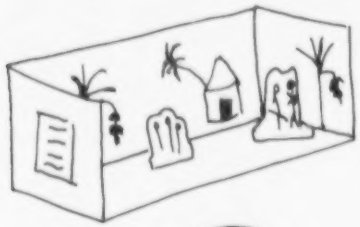
2. Have students cut along the heavy lines of figures 2-4, then fold along the dotted lines so that the figures can stand. Have students arrange their figures in their diorama; they need not use all figures.

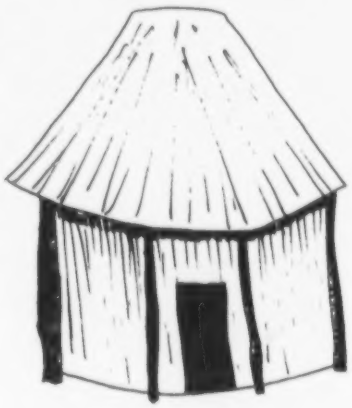
3. Students may use crayons or markers to provide other background details if they wish.

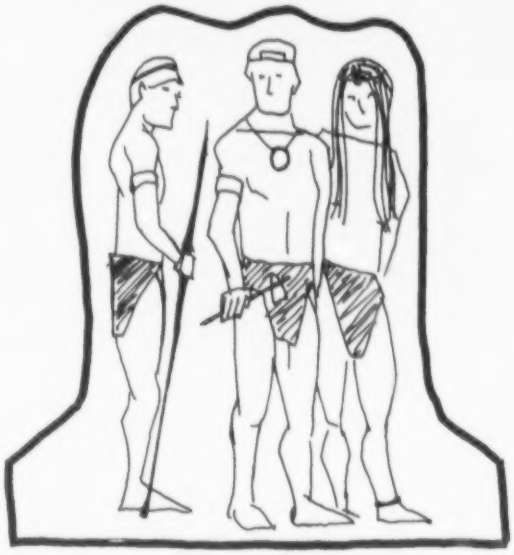
4. Display dioramas in a specific area of the classroom or in a display case.

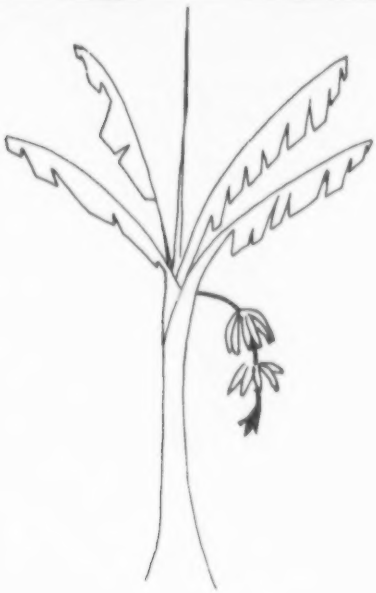
Worksheet D-5

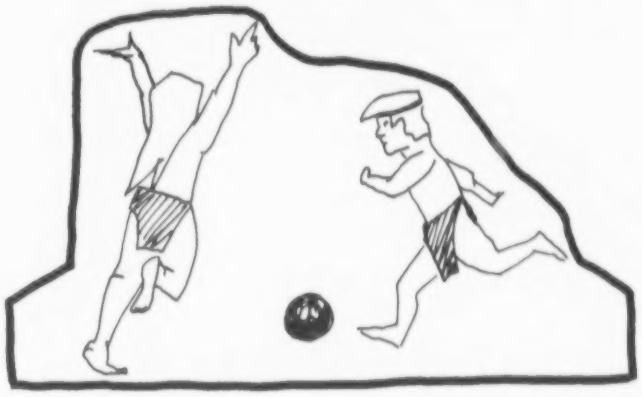
Conquistadores Diorama











INTRODUCTION

The men and women who are Puerto Rico's traditional heroes come from the various racial and ethnic groups that have settled the island. What they have in common is the ideal of making life better for themselves and for their companions and their willingness to sacrifice themselves to do so. The three heroes we have selected to include in this unit represent Puerto Rico's Spanish and African heritage, two men and one woman. The following paragraphs offer a brief introduction into the history and culture that shaped the times in which each lived.

Captain de Amezquita. Once Spain had established ownership of its lands in the Americas, including Puerto Rico, and began extracting their resources, other nations tried to take over the Spanish colonies. Puerto Rico was attacked in 1595 by the English, in 1625 and 1703 by the Dutch, and numerous times by the French during this same period. But Spain fought hard to maintain its claim on the island, for its agricultural (sugar) and mining (gold) operations were too important to lose. Also Spain valued Puerto Rico as a strategic location for controlling the sea traffic to the other Caribbean islands and to most of Central and South America. **Juan de Amezquita** (a-mez-keé-ta) was a native born member of the forces that defended Puerto Rico against its Dutch attackers in 1625.

(continued)

Activities:

1. Captain Juan de Amezquita
   - language arts, social studies
   - grades 4-6
   - 60-90 minutes in several sessions

2. Adjectives
   - language arts
   - grades 4-8
   - 40-60 minutes

3. Grandmother Teresa and the Procession
   - language arts, English, social studies
   - grades 5-8
   - 45 minutes plus several shorter sessions on subsequent days

4. The Legend of Carabalí
   - language arts, social studies
   - grades 4-7
   - 45-75 minutes

5. Antonyms and Synonyms
   - language arts/English
   - grades 4-7
   - 20-30 minutes

6. Portraying Emotions in Drawing
   - art
   - grades 2-7
   - 45 minutes

INTRODUCTION

Carabalí. Christopher Columbus' crews came from many European and African countries. When these explorers settled permanently in the newly discovered lands, they added their culture and ethnicity to the region's own. In Puerto Rico, all the settlers used the island's native Indians as slave labor for the heavy work needed to develop the island's resources. Many Indians died as a result of this forced labor; others escaped to freedom.

As early as the beginning of the sixteenth century, as the number of Indians decreased, some settlers brought African slaves to the island. They and their descendants worked in bondage in Puerto Rico for more than 300 years, mostly in the cultivation of sugar cane, the principal agricultural product of the island. Like the Indians before them, many African slaves rebelled against or escaped from their masters. **Carabalí** was among those who succeeded.

At the same time, in response to a request from slaves who had escaped nearby British islands, the Spanish King agreed to grant asylum to anyone seeking it so long as they pledged loyalty to him and the Catholic Church. As word spread around the Caribbean, many blacks from the British islands escaped to Puerto Rico, settling on the coast east of San Juan as fishermen and artisans. They also became messengers and salespersons.

Although the island's economy was never based on slavery to the same extent as the southern United States or Cuba, it was not until March 22, 1873 (eight years after the United States abolished slavery) that slavery was abolished in Puerto Rico. Although true freedom and rights were slow in coming to those who had been enslaved, the descendants of African slaves became valuable contributors to Puerto Rican society. Today, March 22 is celebrated on the island as a national holiday.

Grandmother Teresa. Historically, the role of women in Puerto Rico has had a significant impact on its society. The matrilineal tradition of the Taíno society provided for women's access to the highest positions in its social and political structure. Historians cite the names of many women chiefs and cacicas (e.g. Anacaona, Guayerbas, Higuanama, Yayo). Women also shared equal status in communal work and in handling weaponry in battle.

The arrival of the Spanish somewhat changed the role of the Indian woman. Exploitation and disease decreased the male population, in particular, often leaving the woman as the head of the family.

In contrast, the wives of the Conquistadores played a more subordinate role in the patriarchal and military society that Spain established on Puerto Rico. Yet "subordinate" was not equivalent to "unimportant," as these women were the backbone of the Spanish family system and the transmitters of Spanish culture to succeeding generations. The story of **Grandmother Teresa** illustrates many aspects of their role and place in society.

In more modern times, women have made and continue to make numerous contributions to Puerto Rican society. In 1976, family and labor laws were revised to make women's status more equitable.

Activity 1

CAPTAIN JUAN DE AMEZQUITA

SUBJECT AREAS:
language arts, social studies

GRADE LEVELS:
4-6

TIME:
60-90 minutes, which can be broken into three sessions

OBJECTIVES:

- *to retell the heroic story of Captain Juan de Amezquita*
- *to recall events and place them in sequence*
- *to discuss bravery, heroism, and pride*
- *to recall words and meanings by completing a crossword puzzle*

MATERIALS:
worksheet E-1, E-2

PROCEDURES:

1. Pass out and have students read **worksheet E-1, The Bravery of Captain de Amezquita**, or read it aloud to them. Another option is to have a few volunteers read the material ahead of time; some can enact the scene for the whole class as other students narrate.

2. Following the reading, check students' comprehension by asking the following or similar questions:

   - At the time the story takes place, who were the rulers of Puerto Rico?
   - What did the new invaders want?
   - Who was the general of the Dutch army?
   - When he couldn't win the battle, what did he suggest to the Spanish Governor?
   - Was he very brave?
   - What weapon did they fight with?
   - Who was hurt first?
   - What happened next?
   - Who fell into the water?
   - What was the name of the fortress?
   - Were many people watching the battle?
   - How did Captain de Amezquita stop the bleeding in his chest?
   - Why did he lean on his sword?
   - Was he better when his men went to help him?
   - What city was he born in?
   - Was he proud of that?

3. To change the tone of the discussion and get students emotionally involved, ask the following or similar questions:

   - Why do you think so many people wanted to take over Puerto Rico?
   - Why is Puerto Rico called the Pearl of the Caribbean?
   - Why did people fight with swords instead of guns?
   - Did Captain de Amezquita fight to show that he could win or did he fight for the freedom of his people?
   - Is there a big difference between these two reasons for fighting? If so, what is the difference?
   - How do you think the Dutch General felt when he pierced the chest of de Amezquita?
   - How would you have felt?
   - How did Captain de Amezquita get up enough strength to win the battle?
   - Why did he want to keep standing, even though he was hurt?
   - Was he proud of how he fought?
   - Was he proud of himself?
   - What makes you feel proud?
   - What makes your parents feel proud of you?
   - Is it always important to be brave?
   - Can you be afraid and still be brave?
   - Is it wrong to feel afraid sometimes?
   - What makes you feel afraid?
   - What helps you fight against being afraid?
   - What helps you feel brave?

4. Pass out **worksheet E-2, Crossword Puzzle,** and ask students to complete the crossword puzzle either alone or in teams. Be sure to tell students that the drawing that surrounds the crossword puzzle is a profile of the outermost point of the wall that encircles El Morro fortress.

Answer Key

Across

3. battle
7. foreign
8. withdrew
10. pierce
11. country
13. bleed

Down

1. fight
2. captain
4. governor
5. enemy
6. fortress
9. proud
11. erect

Worksheet E-1

The Bravery of Captain de Amezquita

After Columbus landed in Puerto Rico and claimed it for Spain, the "Pearl of the Caribbean" was in danger of being taken over by other foreign countries.

The Dutch were one of those invaders. On September 25, 1625, the Dutch fleet, commanded by General Hendrichsz (Hen´drich), landed in Puerto Rico. When the Spanish Governor of the island heard about the Dutch landing, he quickly sent 150 men to try to drive the Dutch back to their ships. The Puerto Rican soldiers were led by Captain Juan de Amezquita.

After a long battle, the Dutch captain became afraid that his forces would never be able to win San Juan, so he proposed to the Spanish Governor that he and a member of the Spanish side fight a duel to the death to decide who would control the island.

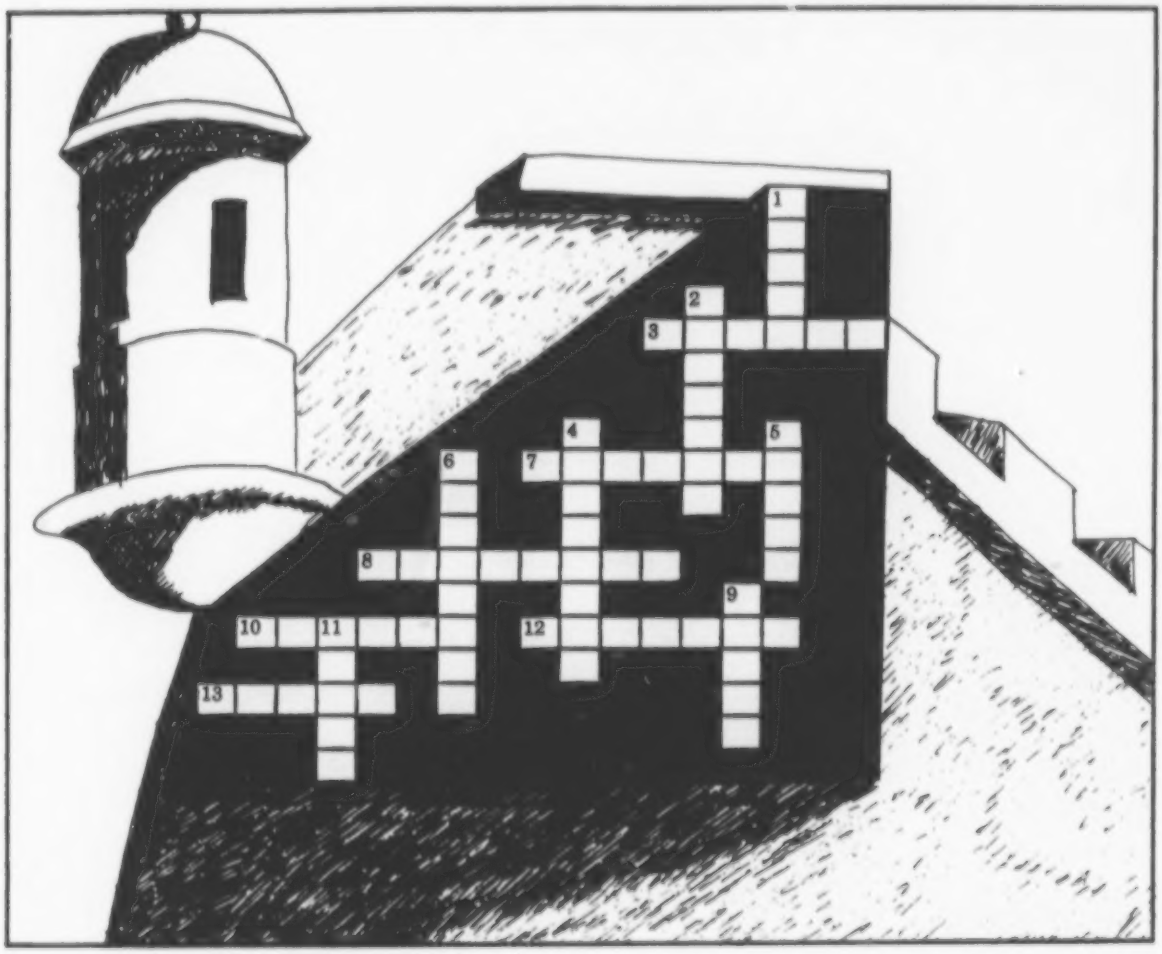
The duel took place on the walls of the fortress called El Morro. The man chosen to fight against the Dutch Captain was Captain de Amezquita, a native of San Juan and one of the best swordsmen in the area. Thousands of people watched the battle.

After several hours of fighting, the Dutchman pierced the Puerto Rican's chest with his sword. He pulled the sword out and held it up to show he had won. While he was doing this, the Puerto Rican regained enough strength to pierce the Dutchman's body with such force that the poor Dutch Captain was thrown from the wall and hurled onto the rocks below and then into the sea.

To show the enemy, watching from their ships, that he had won the battle, Captain de Amezquita tried to stop the bleeding with one hand, while leaning on his sword to keep himself erect. When his troops reached the wall to help him, they found that he was already dead. He had died on his feet, a proud Puerto Rican.

Worksheet E-2

Crossword Puzzle



Across:

3. Losing a _____ doesn't mean that you'll lose the war
7. Something from another country
8. Took out
10. To stick
12. The place that you come from (not city)
13. When blood comes out of your body

Down:

1. A violent argument
2. The head of an army unit
4. The chief of a state or territory
5. Opposite of friend
6. A wall unit built around a town for protection against an enemy
9. Having a good feeling about who you are and what you do
11. Straight up and down

Words to Use

BATTLE
BLEED
CAPTAIN
COUNTRY
ENEMY
ERECT
FIGHT
FOREIGN
FORTRESS
GOVERNOR
PIERCE
PROUD
WITHDREW

Activity 2

ADJECTIVES

SUBJECT AREA:
language arts

GRADE LEVELS:
4-8

TIME:
40-60 minutes

OBJECTIVES:
- *to identify adjectives and how they're used*
- *to use adjectives in writing*

MATERIALS:
paper; pencils

PROCEDURES:

1. Ask for a few volunteers to come up to the board and write two or three sentences that describe something exciting that happened to them. (Assure students that this is not a test; just a fun introduction into the next topic.)

2. When the students have finished, ask the whole class to call out the adjectives in each set of sentences; circle the adjectives.

3. Review these important points about adjectives with the class:

   - adjectives describe
   - they tell more about a noun or pronoun
   - they can make our writing and talking more vivid and interesting

4. Have students write a few short paragraphs (either singly or in small groups) about a topic of current interest, for example, Captain de Amezquita if you have completed Activity 1 of this section. Tell them that they must use at least 8-10 adjectives in the description and that it should not be longer than three or four paragraphs.

   Instruct students to underline the adjectives in their paragraphs. Ask for a few volunteers to read their stories out loud -- first with all the words -- then leaving out all the underlined words. Ask the class to describe the difference between the two stories. Have the class make a list of the roles of adjectives.

5. Have the students make an acrostic, using the letters of the captain's name and relevant adjectives.

   Example: Just

   Unbelievable

   Angry

   Noble

If there is time, have the students do the same activity using their own first name. Have them use adjectives that they feel might be used to describe themselves.

Activity 3

GRANDMOTHER TERESA AND THE PROCESSION

SUBJECT AREAS:
language arts/English, social studies

TIME:
45 minutes plus several shorter sessions

GRADE LEVELS:
5-8

MATERIALS:
worksheet E-3a and/or E-3b

OBJECTIVES:

- *to read and react to a story of bravery*
- *to reach consensus on answers to questions about the story*
- *to learn about a story from their own family from an adult family member*
- *to retell their stories to the class*
- *to practice good listening skills*

PROCEDURES:

1. Divide students into small groups and distribute **worksheet E-3a, Grandmother Teresa and the Procession,** or **E-3b, La Abuela Teresa y la Rogativa,** to each student to read silently.

2. Reproduce the following questions on the blackboard or on a handout for each group and ask students to discuss them in their groups, each small group reaching consensus on each answer:
   - Was the mother brave?
   - What was the attitude of the father toward their plan? Why?
   - Did the mother do as the father had said?
   - Why do you think the mother participated? Was it dangerous?
   - If the women had not made the procession, what might have happened? Would history be different today?
   - For each question, ask each group to report its answer; facilitate discussion of variations in the answers.
   - Give students the following assignment, which will be completed over several days:

GRANDMOTHER TERESA AND THE PROCESSION

3. For each question, ask each group to report its answer; when there are variations in the answers, lead a discussion of the differences between groups.

4. Give students the following assignment, which will be completed over several days:

   Assignment:

   Ask an adult family member to relate a family story of pride, bravery, religious devotion, etc. Show the person you ask worksheet E-3a or E-3b as an example.

   Once you have learned your family story, prepare to retell it to your classmates when you are asked to do so.

5. Each day, ask a few students to tell their family stories to their classmates. You may need to review (and reinforce) good listening behavior with the class. After each story, briefly discuss the qualities illustrated but avoid a question and answer period in which classmates question the storyteller about further details (which he or she is unlikely to know).

Worksheet E-3a

Grandmother Teresa and the Procession

*by Magali García Ramis**

In my family, all the oldest daughters are named either Aurora or Teresa. My grandmother, who was the oldest daughter, was called Aurora, and her grandmother was called Teresa. Grandmother Teresa lived more than a hundred years ago. When she was very old, she told stories to my grandmother about the times when there had been wars in Puerto Rico and pirates had come to its shores.

One afternoon Grandmother Teresa, sitting in the courtyard of her house, told this story to her grandchildren:

"When I was ten years old, we lived in a large house in Old San Juan, near the Cathedral. One day Father came to lunch with terrible news: 'The British have landed across the bay in Cangrejos; General Abercromby will attack San Juan,' he said.

"Many times the British had tried to invade Puerto Rico, but our soldiers had repelled their attacks. Again, they had returned. What would happen? Father was a Captain in the Army. He hurried back to the big fort, San Felipe del Morro, where the officers would plan the defense of San Juan.

"My mother, uncles and aunts, brothers and cousins, went on with their work. But we were all very worried about what could happen. I went to help Mother make bread and I asked her: 'What will happen to us?' 'Do not worry,' she said. 'We have fought against the British before. We will win again. You must have faith. Our soldiers will fight until they win.'

"And it was true. Our soldiers were posted at all forts: in San Felipe, San Cristobal, and San Jeronimo.

The British Attack

"The British had set up their general quarters in Santurce, across the bay, near a large church; and they were sending groups of soldiers to the coast. From there they were shooting their cannons across the bay toward San Juan. The worst thing was the way they blocked the entrance to the island of San Juan. No one could come into the island. Fighting went on for days, and soon

*Translated from the Spanish by Rosa Santiago-Marazzi

food became scarce in San Juan. At night some people tried to cross the bay in small boats and a few were able to come back with some fruit and vegetables. But the blockade continued for over a month and the soldiers and the people in San Juan were very hungry. The noise and boom from the cannons seemed louder and louder. Our soldiers were weak and tired. Yet, there were some rumors that the British soldiers were also weak and that they did not have drinking water.

The Women Organize

"One evening, Father came to see us. My mother said: 'Some of my friends have talked to the Bishop. We want to organize a procession to pray that the British soldiers will leave our country.' But Father said, 'No, I don't think you should be praying up and down the streets of San Juan. It is dangerous; the cannon shots are falling closer and closer. You could be hurt.' And he left to go back to the Fort.

"Two nights later, while Father was at the fort, Mother came to my room. 'Aurora,' she said, 'you are the oldest; you will come with me. This is important and the women must help.' I got dressed quickly and went with her.

"Outside it was very dark. Mother lit a candle and gave it to me. She lit another one for herself. I looked up the street and saw lights coming nearer from the distance. First, there were a few lights. Then, there were more and more, until dozens of lights came toward the Cathedral from all directions. We left together in a procession through the streets of San Juan, forming a long line of candles and torches. We walked around and around, following the coastline of the island of San Juan.

The British Soldiers Become Afraid and Leave

"Across the bay, the British began to get scared. They looked toward San Juan and saw so many lights and so many people that they thought that fresh troops were arriving to defend the island.

"General Abercromby gave the order to his troops, 'Shoot, don't stop the shooting. We'll show them.' But it was midnight and he kept seeing more and more lights.

"His troops were weak, many were sick, and they did not have enough drinking water. He thought that his troops would not be able to fight with the fresh troops that were arriving in San Juan.

"Next morning everything was calm. No cannons were heard. The British had left. It was the first of May of 1797.

"Father came home very tired. He had spent the night in Fort San Jeronimo. From the Fort he had seen the procession. He said: 'You gave us strength to go on fighting. We are very proud of all the women of San Juan who took part in the procession.'

Grandmother Teresa and the Procession

Puerto Rico Honors the Brave Women

"To remember the brave women who helped the soldiers repel the attack by British troops, a beautiful sculpture has been placed facing the Bay in Old San Juan. It is a sculpture of the Bishop and the women with lighted candles and torches. You must see it if you ever go to the island.

"My grandmother told me that this story is true. Her grandmother, who was there, told it to her so that she would always be brave. And my grandmother told it to me, so that I will always remember to be brave, too."

Worksheet E-3b

La Abuela Teresa y la Rogativa

*by Magali Garcia Ramis**

En mi familia todas las hijas mayores se han llamado Aurora o Teresa. Mi abuela, que fue hija mayor, se llamaba Aurora; y su abuela se llamó Teresa. La abuela Teresa vivió hace más de cien años. Ya muy muy viejita, le contaba cuentos a mi abuela de cuando en Puerto Rico hubo rebeliones de esclavos, de las batallas militares y de los contrabandistas que venían a las costas de la Isla.

Una tarde Abuela Teresa, sentada en el patio interior de la casa de madera donde vivían, hizo este cuento:

Cuando yo tenía 10 años, vivíamos en una casona en el Viejo San Juan, cerca de la Catedral. Un día papá llegó a la hora de almuerzo con una noticia terrible: "Los ingleses han desembarcado por Cangrejos; el General Abercomby va a atacar a San Juan", dijo papá.

Varias veces los ingleses habían querido invadir a Puerto Rico, pero nuestros militares siempre los habían echado de la Isla. De nuevo habían regresado. ¿Qué sucedería?

Papá era Capitán de las milicias. Luego de darnos la noticia se fue al fuerte de San Felipe del Morro donde iban a planificar la defensa de San Juan.

Mamá, mis tíos, mis hermanos y mis primos, volvimos a nuestros quehaceres, pero preocupados pensando en lo que podía suceder. Me fui con mamá a preparar el pan. "Mamá," le pregunté: " ¿Qué nos va a pasar?" "No nos pasará nada. Hemos luchado antes con los ingleses, y los venceremos de nuevo. Hay que tener fe; nuestros soldados lucharán hasta vencer."

Y era cierto. Nuestros soldados se apostaron en todos los fuertes, en San Cristóbal y en San Jerónimo.

Los ingleses habían montado su cuartel general en Santurce, cerca de la Iglesia de San Mateo; mandaron destacamentos de soldados al Condado y a Miramar, y desde allí disparaban con cañones hacia San Juan. Lo más terrible

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La Abuela Teresa y la Rogativa

fue que como dominaban la entrada a la isla de San Juan, pronto empezó a faltarnos comida; nadie podía pasar el bloqueo de los ingleses. De noche, algunos de los nuestros lograban cruzar la bahía y nos traían algunas frutas y vegetales, pero luego de un mes, ya todos pasábamos hambre. El ruido de los cañones era cada vez más fuerte, y nuestros soldados estaban débiles y cansados.

Una noche, luego de comer algo de lo poco que quedaba en la casa, mamá dijo: "Algunas vecinas hemos hablado con el obispo, para hacer una rogativa, una procesión para rogar y rezar por que los ingleses se vayan de Puerto Rico." Y papá dijo: "No, no creo que deben salir en procesión por San Juan. Es peligroso; los cañonazos de los ingleses caen cada vez más cerca; podrían resultar heridas." "Pero Ignacio", dijo mamá. "Nada de peros", contestó papá, "tú no irás en esa rogativa".

Dos noches más tarde, estando papá en el fuerte, mamá vino a mi habitación: "Aurora", me dijo, "tú eres la mayor; tu me acompañarás". "Recuerda lo que dijo papá", le contesté. "Es importante que ayudemos. Vamos", dijo mamá. Me vestí y me fui con ella.

La calle estaba muy oscura. Mamá prendió una vela y me la dio a mí; prendio otra para ella. Miré calle arriba y vi cómo se acercaban unas lucesitas desde muy lejos. Al principio eran unas pocas; luego más y más hasta que docenas de luces se acercaban a la Catedral. De allí salimos todas juntas en procesión por las calles de la capital. Algunas llevábamos velas, y otras jachos encendidos. A la cabeza de nuestro grupo iba el Señor Obispo con una cruz, dirigiendo los rezos. Le dedicamos la Rogativa a Santa Catalina, patrona de La Fortaleza, y a Santa Ursula y a las Once Mil Vírgenes.

Los ingleses en Santurce empezaron a asustarse. Miraban hacia San Juan y veían luces y un grupo tan grande caminando a lo lejos que creyeron que eran destacamentos de soldados que llegaban para reforzar nuestras defensas.

El General Abercomby dio las órdenes: "Aviven el fuego; disparen sin cesar. Les enseñaremos quiénes son los ingleses". Pero a eso de las 12:00 de la noche, veía todavía tantas luces.

Sus tropas estaban muy débiles porque se habían enfermado de disentería en Puerto Rico, y apenas tenían agua para beber. Abercomby pensó que se debía retirar pues si todas esas luces representaban tropas nuevas, sus soldados serían aniquilados en un dos por tres.

Al otro día amaneció todo en calma. Había cesado el bombardeo. Los ingleses se habían retirado. Era el 1ro. de mayo de 1797.

Papá llegó cansado. Había pasado toda la noche en el Fuerte San Jeronimo. Vio desde allí la Rogativa. "Eso nos dío fuerzas a todos para seguir luchando", afirmó. "Estamos muy orgullosos de ustedes, de todas las mujeres de la capital que participaron en la Rogativa".

Hoy día la gente dice que no se sabe si los ingleses se fueron porque ya no podían pelear más o porque de verdad se asustaron con la Rogativa. Para recordar que las mujeres de la capital ayudaron con sus rezos a nuestros

soldados, se ha hecho una escultura del Obispo y las mujeres cargando velas y jachos encendidos. La han colocado en la Caleta de las Monjas, en el Viejo San Juan.

Mi abuela me dijo siempre que era cierto, que su abuela estuvo en la Rogativa y que le contó esto para que siempre se acordara de ser valiente. Y mi abuela me lo contó a mi para que también yo recuerde que debo ser valiente.

Activity 4

THE LEGEND OF CARABALÍ

SUBJECT AREAS:
language arts, social studies

GRADE LEVELS:
4-7

TIME:
45-75 minutes

MATERIALS:
worksheets E-4 and E-5; pencils

OBJECTIVES:

- *to analyze and discuss the concepts of pride, freedom, and bravery*
- *to make the students aware of the African contribution to Puerto Rico*
- *to retell a legend of freedom, pride, and bravery in the history of Puerto Rico's African population*
- *to recall events from a story and place them in proper sequence*

PROCEDURES:

1. Draw on the information about slavery in the introduction to this unit to let students know when and why African slaves were brought to Puerto Rico.

2. Share the Legend of Carabalí **(worksheet E-4, Carabalí)** with students -- depending on their ages, you may wish to read it aloud to them, ask students to read it aloud, or have a group of students prepare ahead of time to act it out with narration. You may also wish to refer to a map of Puerto Rico and locate Arecibo, for the story takes place in the south of Arecibo. It is a mountainous area with subterranean rivers and many caves. (One small part of the caves -- the Camuy caves -- are open to the public and are visited by many tourists.)

3. To ensure that students understand the basic details of the story, discuss as a class or in small groups comprehension questions like the following:

   - Why were African slaves brought to Puerto Rico?
   - What type of work were they forced to do?
   - Where did Carabalí work?
   - Why did the foreman give orders to kill Carabalí?
   - Where did he hide after this escape?
   - What weapon did he have with him?
   - What did he do to hide the cave's entrance?
   - How did Carabalí know that the pursuers were getting close to him?
   - Why didn't the men enter the cave?
   - What did Carabalí fall into?
   - Why did the men take the dogs and leave?
   - Where did Carabalí go to find food?
   - How did he get out of the cave?

- Whom did he meet in this new place?
- Where did they go and what did they do there?
- Why couldn't the soldiers find Carabalí and his troop?
- How did the people explain the events that happened?
- Why didn't Carabalí correct that impression?

4. At this point you may wish to reinforce and check students' understanding of the events of the story by passing out **worksheet E-5, Sequencing**, and asking students to complete it alone or in small groups. (Correct sequence: 15, 7, 10, 8, 2, 9, 5, 13, 1, 14, 3, 11, 4, 6, 12). Or you may wish to go on to step 5, skipping step 4 or using the worksheet to wrap up this activity.

5. To add depth to the discussion and encourage more emotional involvement on the part of students, discuss as a whole class or in small groups followed by a whole group discussion, questions like the following:

- Why were slaves brought to the United States?
- Is this the same reason why slaves were brought to Puerto Rico?
- Where else have people been used as slaves?
- What is freedom?
- Why is freedom so important to people?
- Do you like to be told what to do? To be treated badly?
- Can anyone be totally free to do whatever they want?
- Are people free to do bad things to other people?
- What are laws? Does everyone have to follow certain laws and rules?
- Why do people make laws?
- Does following laws and rules mean that you aren't free?
- Are there laws that tell you what you can think?
- Are you free to think and imagine whatever you want?
- Can anyone take away your pride in yourself and in your people?
- Should anyone be allowed to take away your pride?
- Does bravery have to be a physical thing only?
- Is bravery the same for all people?

Worksheet E-4

Carabalí

From *Leyendas de Puerto Rico*,
Robert L. Muckley and
Adela Martínez-Santiago*

The workers on the San Blas hacienda, which is in a valley among the mountains south of Arecibo, were very excited. Carabalí, the rebellious slave, had escaped for the third time. "Get the dogs ready and the men that we need to find him" said the foreman to the overseers. "We have to kill that African. His death will serve as a warning to the rest!"

Thus, early in the morning, men and dogs from the great hacienda of San Blas left in pursuit of the man who would rather die than live as a slave. And in that moment, in a cave high in the mountains, Carabalí waited for his pursuers. He had escaped during the foggy, rainy night before, had with great difficulty climbed the mountain, and had arrived at a cave that he knew from another escape. Completely exhausted, he fell asleep. Since he knew that his pursuers would not be long in finding him, he woke up early to plan his defense.

Carabalí Blocks the Entrance to the Cave

He cut a large number of branches with a machete that he had stolen from the hacienda and used them to cover the entrance to the cave. Then he blocked the entrance, leaving only a small space through which light and air could enter. He sat down to eat some wild berries and wait for the pursuers. He didn't have long to wait. He soon heard the barking of the dogs that warned him of their approach.

The sound of the barking was much closer. Suddenly, he saw that one of the dogs was at the entrance of the cave. The dog began to dig, and soon opened a hole big enough for a paw and its head. Carabalí picked up the machete and gave a blow strong enough to cut off the dog's head. He killed two more in the same way. But the third escaped just slightly wounded and ran barking to the men who followed it to the cave's mouth.

The Men and Dogs Trap Carabalí

The men shot at Carabalí, who had to retreat further into the cave. When they reached the entrance, the men tore down the barricade and let the dogs enter. Since it was dark in the cave, the men waited outside for the dogs to bring the unfortunate slave out. Carabalí, who had decided to fight until his last breath, fought the dogs off. Suddenly, backing up into the cave, Carabalí felt the earth dissolve under his feet. He fell into a deep abyss, with the dogs still barking at its edge. Feeling their way along, the men entered the cave to see what was happening. Believing Carabalí to be dead at the bottom of the

*Translated from Spanish by Marlene Goodman

abyss, they left, taking with them those dogs that had lived through the African's machete blows.

Carabalí Is Saved

But luck, so adverse at times, now smiled upon Carabalí. He had fallen into the soft mud of a subterranean stream and was not hurt. He could see the other entrance to the cave, through which the stream's water ran. Without much effort, he found his machete. He looked around and realized that the stream and he had come out to the other side of the mountain, towards the land of another hacienda called San Antonio.

Starving, Carabalí went down to the San Antonio hacienda in order to steal some food. There he met other run-away slaves and they formed a troop. Carabalí showed them the secret of the cave. They worked together to fix up a better hide-out. They also carved a secret tunnel in the rock that led to the front part of the cave where Carabalí had hidden at first, and from which they could go down to the San Blas hacienda.

From that time on, Carabalí's troop limited their raids to the lands of the San Blas hacienda. Cattle and poultry disappeared. One time, an overseer was found dead. The soldiers searched in vain at the cave, for they never discovered Carabalí's secret.

People Begin To Fear the Cave

The only thing that they found were bones: the bones of the animals that Carabalí's group had eaten. But in order to give more importance to the event, the soldiers said that there were human bones found in the cave as well. The cave soon began to be called "The Cave of the Dead." And with this name, the cave began to cause a fear and superstition among the people.

Not finding a natural reason for the events that had occurred, the people created a supernatural explanation. They said that it was the condemned soul of Carabalí, united with a group of evil spirits, that searched for revenge among the owners and overseers from San Blas.

Carabalí never corrected this wrong idea.

He believed that it was a good idea for white people to be victims of their own superstitions.

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Worksheet E-5

Sequencing

Directions: The following sentences tell the story of Carabalí. They are **not** in the correct order Place a number, from 1-15, before each sentence so that number "1" will be the first thing that happened in the story and number "15" will be the last.

___ People create superstitions surrounding Carabalí.

___ Carabalí kills three dogs.

___ The men think that Carabalí is dead and leave the cave.

___ One dog escapes and leads the men to the cave.

___ Carabalí escapes from the hacienda.

___ Carabalí falls into an abyss.

___ The dogs find Carabalí.

___ The men make a tunnel in the cave.

___ Carabalí is a slave at the San Blas hacienda.

___ Soldiers can't find Carabalí or his troop, but they find bones in the cave.

___ The foreman gathers the dogs and men to search for the escaped slave.

___ Carabalí goes to the San Antonio hacienda to steal food and meets other run-away slaves.

___ Carabalí hides in a cave in the mountains.

___ The dogs get into the cave.

___ Carabalí forms a troop and they go to live in the cave.

Activity 5

ANTONYMS AND SYNONYMS

SUBJECT AREA:
language arts/English

GRADE LEVELS:
4-7

TIME:
20-30 minutes

OBJECTIVE:
- *to match vocabulary words used in a story with their synonyms and antonyms*

MATERIALS:
worksheets E-4 and E-6; pencils

PROCEDURES:

1. Tell students the story of Carabalí **(worksheet E-4)**, or have them read it if they haven't already done so.

2. Distribute **worksheet E-6, Antonyms and Synonyms,** and go over the instructions with your students, explaining synonyms and antonyms and providing additional examples as needed.

3. Have students complete worksheet E-6 either singly or in pairs.

4. Review the answers, discussing and clarifying any problem areas.

   Answers

   Antonyms: 2, 5, 7, 1, 8, 10, 3, 12, 11, 4, 9, 6

   Synonyms:
   1. lesson = example
   2. overseer = boss
   3. exhausted = very tired
   4. warned = let him know
   5. machete = knife
   6. blow = hit
   7. interior = inside
   8. stream = river
   9. subterranean = underground
   10. said = told
   11. in vain = without any luck
   12. troop = group

Worksheet E-6

Antonyms and Synonyms

Antonyms:

One word in the left hand column means the opposite of a word in the right hand column. Put the number of the word in the left hand column in the blank before its antonym in the right hand column. The first word, abyss, has been done for you. Abyss means the opposite of mountain.

1.	abyss	___	free man
2.	slave	___	dark
3.	foggy	___	exit
4.	escape	1	mountain
5.	light	___	live
6.	unfortunate	___	gentle
7.	entrance	___	clear
8.	die	___	supernatural
9.	asleep	___	top
10.	fierce	___	return
11.	bottom	___	awake
12.	natural	___	lucky

Antonyms and Synonyms

Synonyms:

Each of the twelve words or phrases listed below means the same thing as one of the underlined words in sentences 1 through 9. Write the correct synonym above each of the underlined words.

very tired	inside	let him know
knife	told	hit
river	example	underground
boss	without any luck	group

1. "His death would serve as a lesson to the other slaves," said the overseer.

2. Carabalí was exhausted.

3. The barking of the dogs warned him of the approach of the men.

4. Carabalí picked up his machete.

5. Carabalí gave the dog a fierce blow to its head.

6. Carabalí had to go into the interior of the cave.

7. Carabalí fell into the mud of a subterranean stream.

8. They said that there were human bones in the cave.

9. The soldiers searched in vain for Carabalí and his troop.

Activity 6

PORTRAYING EMOTIONS IN DRAWING

SUBJECT AREA:
art

OBJECTIVE:
• *to convey an emotion in a drawing*

GRADE LEVELS:
2-7

MATERIALS:
drawing paper; charcoal; crayons

TIME:
45 minutes

PROCEDURES:

1. If your students have not heard or read the story of any of the heroes of this unit, share one of the stories with them. If they are familiar with the stories, choose one story and ask students to retell it. You could also choose to use one of the students' family stories (see Activity 3).

2. Select one or more emotions illustrated by the story and name them.

3. Choose one of the emotions, for example pride, and ask students to show you and each other what they would look like if they had just done something they were proud of (e.g., they just won a race or were given an award). How would they look? How would they stand? What would their facial and body expressions say to the world? (Encourage students to actually stand up and demonstrate to each other how they would look. You may want to split the class in two and have one group assume proud postures while the other group observes and then switch.)

4. Have students sit down again, and to further illustrate the point, ask for three volunteers. Explain to them in a whisper that they are to show the class, through facial expression, a look of surprise. Ask the class to guess what emotion the three "demo students" are feeling? Instruct those three students to find their seats and ask for three more volunteers. Through the same procedure, have them show the class a look of fear or some other emotion relevant to the story.

   Explain to students that our facial and body expressions say a lot about how we feel about ourselves.

PORTRAYING EMOTIONS IN DRAWINGS

5. Pass out the paper, charcoals, and crayons and have students try to draw a portrait or a scene from the story. Tell them that their picture is to demonstrate a particular emotion. Stress that artistic talent is not the most important qualification for completing this assignment well.

6. When students have completed their pictures, if appropriate, ask them in partners or groups of three or four to show their pictures to their partners and ask them to guess the emotion being portrayed. (Conducting the guessing with only a few other students rather than the whole class should avoid possible embarrassment.)

7. Complete the activity by having students write the emotion on the front of the picture and hang the pictures on the classroom bulletin board or a bulletin board in a more public place like a corridor or the school entryway.

NOTE: This activity can be repeated with a different story and different emotion(s).

An Island Rich in Tradition

F. Symbols

G. Traditions

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INTRODUCTION

A country's symbols are more than representations of its ideals and beliefs. They are objects that have historical, cultural, and often emotional significance. The flag, the shield, and patriotic songs are generally the most prominent "official" symbols of a country, yet unofficial symbols can be just as representative and evocative.

We begin this unit with two activities about one of those unofficial symbols of Puerto Rico -- the **coquí** (ko-keé), a one and one-half inch cream-colored frog that lives exclusively in Puerto Rico. Its night song ("coquí, coquí, coquí, qui, qui, qui") can be heard every night everywhere on the island, in the cities as well as the countryside. It is so closely associated with the island that it has become a symbol of Puerto Rico, and millions of coquí souvenirs have been sold to visitors.

The **flag** of Puerto Rico dates back to the late nineteenth century. At that time, a group of Puerto Rican residents living in New York organized a branch of the Revolutionary Cuban Party to work toward independence for Cuba and Puerto Rico, both of which were ruled by Spain. The Cubans had had a flag since 1848, which was designed in New York by Narciso Lopez, a Venezuelan general. To show their support of Cuba, the Puerto Rican branch of the Revolutionary Cuban Party adopted a flag very similar to Cuba's. They used the same design and colors (red, white, and blue) but reversed the use of red and blue. Thus the symbolism on both flags is the same: the three colors and three points of the triangle represent liberty, equality, and fraternity. The star in the center of the triangle, of course, represents Cuba in the Cuban flag, Puerto Rico in the Puerto Rican flag.

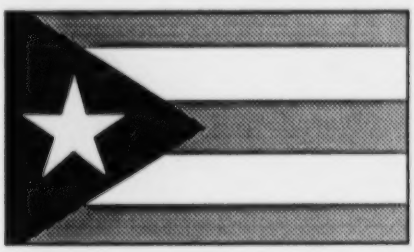
(*continued*)

Activities:

1. The Coquí
   - social studies, language arts, math
   - grades 2-4
   - 20-30 minutes

2. Life Cycle of a Frog
   - science
   - grades 3-6
   - 30 minutes

3. Puerto Rico's Flag
   - social studies, art
   - grades 1-3
   - 15-20 minutes



4. ¡Qué bonita bandera! A Poem
   - social studies, language arts
   - grades 4-6
   - 60 minutes

5. A Collage of Puerto Rico
   - social studies, art
   - grades 1-6
   - 60-90 minutes

INTRODUCTION

In 1952, the Puerto Rican Legislative Assembly declared the flag to be the official flag for the island. In 1960, laws were passed for its use in specific places and occasions. Puerto Ricans honor the flag as a representation of their country as well as the ideals of liberty, justice, and dignity.

Activity 1

THE COQUÍ

SUBJECT AREAS:
social studies, language arts, math

GRADE LEVELS:
2-4

TIME:
20-30 minutes

OBJECTIVES:
- *to recognize the coquí as unique to Puerto Rico*
- *to compare the real coquí frog with the symbol coquí*

MATERIALS:
paper and markers or crayons; worksheet F-1 and/or souvenir coquís, if available; pencils

PROCEDURES:

1. Pass out a paper and crayons or markers. Tell students that you are going to describe a special animal to them. After you have described it, they are going to draw what they think the animal looks like. Read the following brief description of the coquí:

   The coquí is a one and one-half inch cream-colored frog that lives in Puerto Rico. All through the night, it sings. Its song sounds like this: "Coquí, coquí, coquí, qui, qui, qui." At night you can hear the song of the coquí no matter where you are on the island -- whether you are in the city or in the countryside. Farmers say that the only nights that the coquí does not sing are when a severe storm is approaching. Visitors to the island are at first puzzled by the singing but then become enchanted by it.

2. Give students time to draw their coquí, repeating the description as needed.

3. Ask students to show you and each other their drawings. Look for accuracy of size (small) and color.

4. If some of your students are from Puerto Rico or have visited the island, they may have drawn the coquí in a style similar to that found on worksheet F-1 -- i.e. as the symbol coquí rather than as the animal itself. If so, ask students to compare the two types of drawings - the actual animal and the symbol - and help them to identify the differences between the two. For example one has human traits and does human things.

If none of your students have drawn the symbolic coquí, pass out **worksheet F-1, El Coquí** and ask students if the image they see there is what they expected the coquí to look like. Ask what about the drawing on worksheet F-1 surprised them and how it is different from their own drawings. Or, if you have coquí souvenirs from the island, display them and conduct the same kind of discussion. (If you have souvenir coquís, they may be green, an inaccuracy perpetuated by a batch of Taiwanese made souvenirs several years ago.)

5. Write the word symbol on the board and ask students if they know what it means. Help them come up with a suitable definition (e.g., something that stands for something else) and ask which coquí is the symbol and which the real animal, using their drawings, worksheet F-1, (and the souvenirs).

6. Ask if they can think of any other animals that are real but that have become symbols (e.g., Smokey the Bear, King Kong). Make two lists on the board, one of the real animal, the other of the symbol. Repeat that the coquí is a real animal that lives in Puerto Rico, but that it has come to be a symbol of the island as well.

7. Allow students time to connect the dots on worksheet F-1 by drawing a line from number 1 to number 2 and so on up to number 27.

Worksheet F-1

El Coquí

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Activity 2

LIFE CYCLE OF A FROG

SUBJECT AREA:
science

OBJECTIVE:
• *to learn the developmental stages of the frog*

GRADE LEVELS:
3-6

MATERIALS:
worksheet F-2

TIME:
30 minutes

PROCEDURES:

1. Pass out **worksheet F-2, Life Cycle of a Frog,** to each student and use it to explain the stages of a frog's development from egg, to tadpole or polliwog, to frog. Introduce the concept of amphibian by writing the following two lists on the board:

frog	lion
salamander	dog
toad	cat
coquí*	bear

*See Activity 1 of this unit

2. Have students work in small groups to come up with five differences between these two groups of animals. When they have finished, ask each group to name one difference and write these on the board.

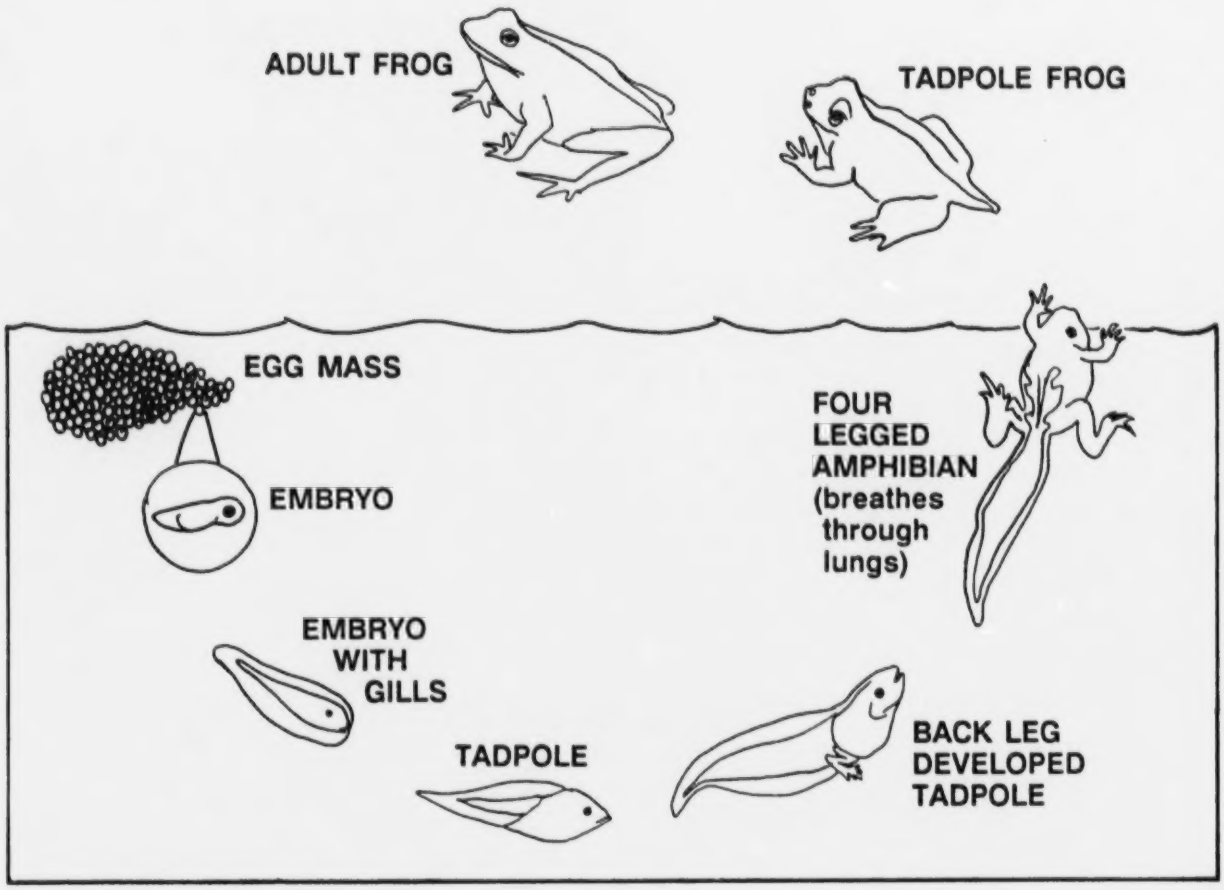
3. Ask students if they know the scientific name for the four animals on the left. If no one guesses, explain that they are all amphibians. Write the word on the board and pronounce it. Explain that amphibians are a class of vertebrates between the fish and reptiles. Amphibians include frogs, toads, newts, and salamanders.

4. Ask the following questions to generate a class discussion:
   - Have you ever seen a frog?
   - Have you ever held a frog in your hand?
   - How does a frog feel?
   - Does a frog like to be held and touched in the same way that a dog or cat does?
   - Have you ever seen a tadpole swimming in a stream?
   - What did you first think that it was?
   - Have you ever seen any of the other stages of a frog?
   - Can frogs swim very well?
   - Can frogs live on land, as well as in the water?
   - What do frogs like to eat?

NOTE: An activity that might be useful would be to order eggs from a science activity company and place them in water. In this way, the students can actually observe the developmental stages and document them on an observation sheet.

Worksheet F-2

Life Cycle of a Frog



Activity 3

PUERTO RICO'S FLAG

SUBJECT AREAS:
social studies, art

GRADE LEVELS:
1-3

TIME:
15-20 minutes

OBJECTIVE:
- *to identify the history, colors, and design of the Puerto Rican flag*

MATERIALS:
the Puerto Rican flag or a picture of it; worksheets F-3 and F-4; pencils and crayons or colored markers

PROCEDURES:

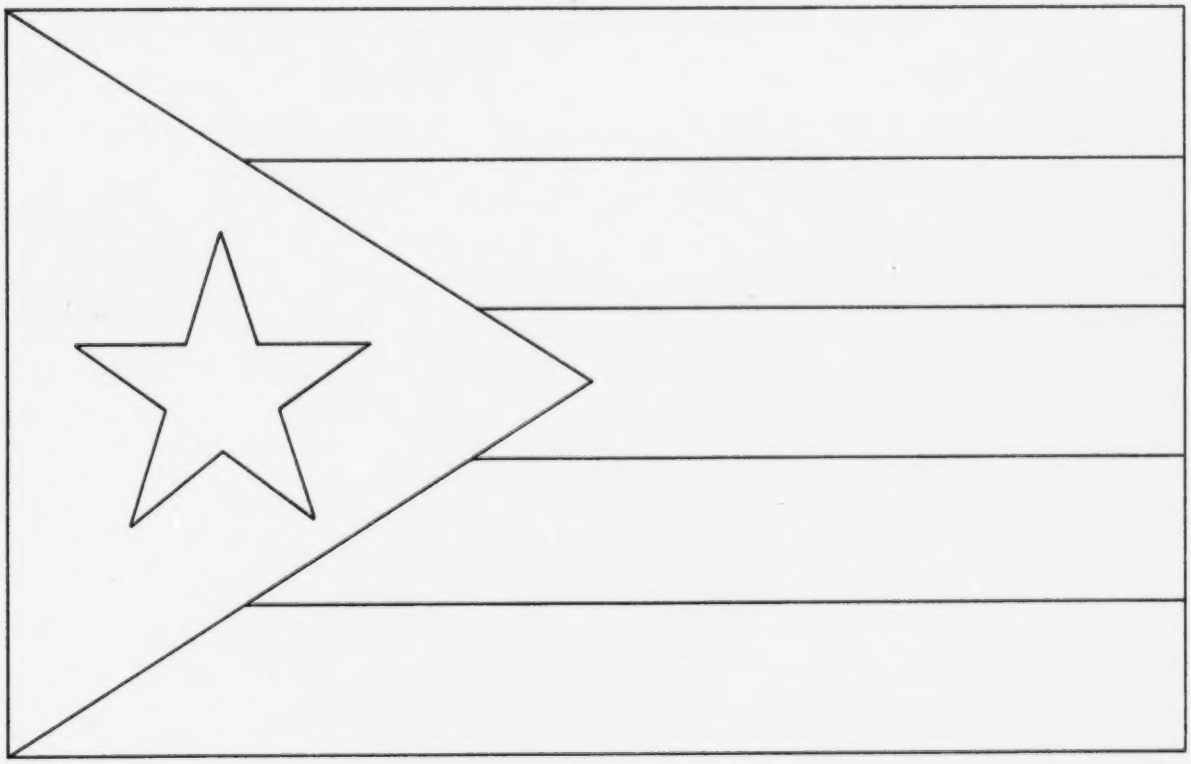
1. Pass out **worksheet F-3, The Flag of Puerto Rico,** to the students. Hang a Puerto Rican flag, or a copy of it, on the board. Instruct students to color the flag on worksheet F-3, using the flag on the board as a model.

2. From the information provided in the introduction to this unit, tell students about the history and design of the Puerto Rican flag.

3. Pass out **worksheet F-4, Identifying the Puerto Rican Flag,** to the students. Review the instructions on the worksheet with the class and allow the students to complete it individually.

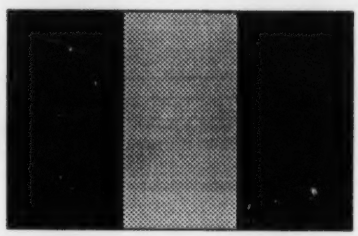
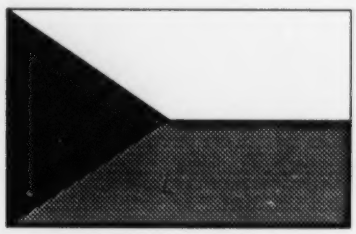
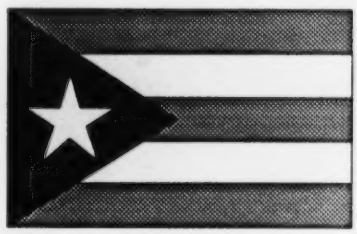
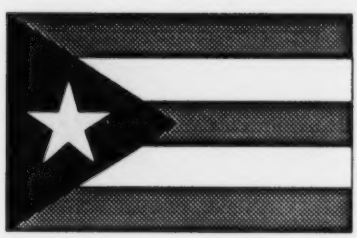
Worksheet F-3

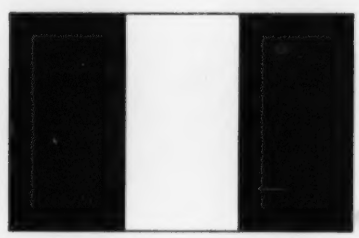
The Flag of Puerto Rico



Worksheet F-4

Identifying the Puerto Rican Flag



In each row of flags there is one Puerto Rican flag.
Find it and put a circle around it.

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Activity 4

¡QUÉ BONITA BANDERA! A POEM

SUBJECT AREAS:
social studies, language arts

GRADE LEVELS:
4-6

TIME:
60 minutes

OBJECTIVES:
- *to read and understand the poem, "Que bonita bandera" ("What a Beautiful Flag")*
- *to develop an understanding of symbols*

MATERIALS:
worksheets F-5 and F-6; name tags; crayons or colored markers; pencils or pens

PROCEDURES:

1. Pass out copies of **worksheet F-5, ¡Qué bonita bandera!** to the students. Read the poem aloud. (It is really a song that is danced.) Try to read it in both Spanish and English. If you have students who can read Spanish, ask them to prepare and read or sing the original Spanish, and have other students prepare and read the English translation. Young students might each do one verse, older students could prepare the entire poem. Or, if you have more than one student who can read Spanish, you can do a choral reading in both Spanish and English.

2. Divide students into small groups and give a copy of **worksheet F-6, What Is the Meaning of a Flag?** to each group. Ask students to discuss each question and reach consensus on the answers. See the introduction to this book for more information on small group work.

3. Give students a five minute warning before bringing the group discussions to a close. Ask each group to pick one person who will orally present their groups' conclusions.

4. Pass out name tags to each student. Read each question and allow each group's spokesperson to relay the group's opinion to the rest of the class. Note any differences between the groups and point out that most of these questions have no right or wrong answers. Instruct students to write their names and draw a picture that is a symbol of themselves on the tags. Example: a soccer player might draw a soccer ball; an excellent student, books; a talented artist, an easel with brushes; etc. Encourage students to wear the tags.

Worksheet F-5

¡Qué bonita bandera!

¡Qué bonita bandera!

¡Qué Bonita Bandera!
¡Qué Bonita Bandera!
¡Qué Bonita Bandera!
es la Bandera puertorriqueña!

Azul, blanca y colorada
y en medio tiene una estrella;
qué bonita, señores,
es la Bandera puertorriqueña.

Todo buen puertorriqueño.
es bueno que la defienda;
qué bonita, señores,
es la Bandera puertorriqueña.

Flor Morales Ramos

What a Beautiful Flag!

What a beautiful flag!
What a beautiful flag!
What a beautiful flag!
Is the Puerto Rican flag.

Blue, white, and red
With a white star in the middle;
How beautiful, people,
Is the Puerto Rican flag.

All good Puerto Ricans
Should defend it;
How beautiful, people,
Is the Puerto Rican flag.

Translated from the
Spanish by Marlene Goodman

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Worksheet F-6

What Is the Meaning of a Flag?

In small groups, read, discuss, and answer the following questions:

1. Why does the author of the poem use the word "beautiful" so many times when he talks about the flag?

2. What does "beautiful" mean?

3. Can it mean different things to different people and at different times? If so, give some examples.

4. What does "defend" the flag mean?

5. What are some ways that people can defend the flag?

6. Should people be allowed to burn a flag? Why or why not?

7. What is a symbol?

8. What are flags the symbols of?

Activity 5

A COLLAGE OF PUERTO RICO

SUBJECT AREAS:
social studies, art

GRADE LEVELS:
1-6

TIME:
60-90 minutes

OBJECTIVE:
- *to design a collage drawing upon knowledge gained from previous lessons on Puerto Rico*

MATERIALS:
enough 2' x 3' sheets of white paper so that each group of four students will have one; crayons; markers; paper; scissors; glue; magazines; examples of collages

PROCEDURES:

1. Have the class break up into groups of about four and pass out one set of materials to each group. Explain the concept of a collage by showing some samples and telling students that a collage is a work of art that is composed of pictures, drawings, and other materials mounted on a single sheet of paper to express a theme. Explain that the theme of their collages will be Puerto Rico.

   Ask the class what kinds of things they might want on their collage. List these on the blackboard. Remind students of the different things they have learned about Puerto Rico: history and historic sights, traditions, the flag, environment, agriculture, etc. List these on the board and ask them if they can remember two or three things about each area. Tell students to use the information on the board as a guide. Allow the students the option of drawing or cutting out the pictures to be used.

2. Encourage groups to gather their images first, then select and arrange those they want to use. Have them glue the components to the collage, leaving room for the words "Puerto Rico" somewhere on their collage.

3. Mount the collages on a bulletin board. Invite other classes to come and view the colorful collages, or display them in a public area of the school.

INTRODUCTION

Traditions are an integral part of every group, whether it be national, ethnic, or religious. Although traditions change as they move from generation to generation, they are the beliefs and customs by which groups achieve continuity. Puerto Rican traditions are a blend of those handed down by Indians, Africans, and Spanish. Some can be traced to one culture, some to a mix of two, and some to a blend of all three.

This unit introduces three traditions of very different character: the Christmas season celebrations, an integral part of Puerto Rican culture, the vejigante (veh-he-gán-te) or clown festival, and horse sports.

Christmas and Three Kings' Day. Christmas time in Puerto Rico is a two-week celebration that takes place primarily out of doors. Special musical traditions and foods are associated with this holiday. For example, in every village groups of friends gather and go from house to house singing Christmas songs or aguinaldos (ah-gee-náhl-doz), the original meaning of which was gifts. Some of the musicians play güiros, maracas, and claves, instruments that come from the Taíno tradition (see unit C). And the singing, dancing, and

(continued)

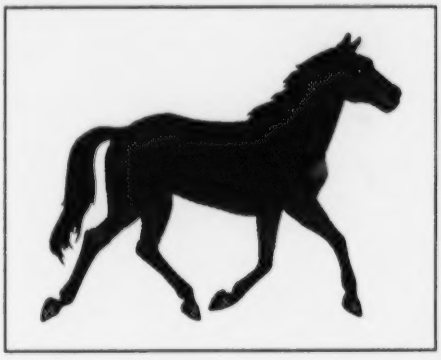
Activities:

1. My Favorite Holiday
   - social studies, language arts, or art
   - grades 2-5
   - 30-45 minutes

2. Christmas in Puerto Rico
   - language, social studies, art
   - grades 3-6
   - 45-75 minutes; optional evening celebration

3. Holiday Music
   - music, social studies
   - grades 1-6
   - a few 30 minutes sessions; optional evening celebration

4. Vejigantes
   - language arts, art
   - grades 1-3
   - 30-60 minutes



5. Paso Fino Passing: A Counting Game
   - math
   - grades 1-2
   - 30 minutes

improvisation that follow the house-to-house singing show the Spanish love of poetry. The students' worksheet G-2 explains more about the music, dancing, and customs of the Christmas season as well as the holiday foods that musicians are offered after they have performed.

Vejigantes. There are two famed vejigante festivals, one in Ponce on the southern coast during Carnival season, the other in the traditional black town of Loiza (northeast of San Juan) in July. The demon masks of the Ponce Festival were originally made out of the inflated bladder of a pig or lamb (vejiga). Today they are made of papier mache. Better known, the Loiza Festival began in honor of St. James (Santiago), the patron saint of Spain as well as Loizo. Legend has it that Santiago helped free Spain from Arab rule in the late 15th century. Celebrants dress as Spaniards, with wire masks, or as Arabs, with coconut masks. This celebration combines religious, Spanish, and African tradition. The vejigante is a red, yellow and green costumed giant with a frightful mask made out of coconut shell. In his hand, the vejigante carries a noisy, balloon-like article that he uses to startle passersby. Yet, in truth, no one is really afraid of these giant festival clowns. (Other societies, particularly in Asia, also use scary masks to frighten away evil spirits.)

Horses. Horse riding is common throughout Puerto Rico, with several horses and jockeys (both men and women) from the island becoming international stars (e.g., Secretariat won the U.S. triple crown in the early 1970s; and jockeys Angel "Junior" Cordero, Eddie Belmonte, and "Macuco" Rivera have repeatedly won important U.S. competitions).

A horse distinctive to the island is the paso fino, descendants of a breed of Andalusian horses brought to the islands in 1500 by the Spaniard Vincente Yañez Pinzón. Over the centuries, the descendants of these animals have become a distinctive breed valued for their showiness and their smooth gait ("caballo paso fino" means "horse with the delicate gait").

Activity 1

MY FAVORITE HOLIDAY

SUBJECT AREAS:
social studies, language arts or art

GRADE LEVELS:
2-5

TIME:
30-45 minutes

OBJECTIVES:
- *to identify traditions associated with one family holiday*
- *to compare how others celebrate the same or a similar holiday*

MATERIALS:
worksheet G-1; pencils or crayons or markers

PROCEDURES:

1. Place students in small groups, each group as culturally mixed as your classroom circumstances allow. Give each student a copy of **worksheet G-1, My Favorite Holiday**. Help students complete it by asking and/or writing on the board questions like the following:

    - Does your family celebrate a special holiday (e.g., Hanukkah, Three Kings Day, Chinese New Year, Christmas)? When? What is it?
    - Do you eat certain foods at that holiday? What are they?
    - Do you sing certain songs? What are they?
    - Do you decorate your house?
    - Do you do anything else that is special?

2. Ask each student to complete the worksheet -- younger students (grade 2) can do so by drawing pictures, older students (grades 3-5) can write sentences or a brief paragraph.

3. Have students within their groups compare the information they have put in the boxes and discover the similarities and differences between them.

4. Ask students to name the holidays they have chosen and list these on the board, being careful that each student's holiday is included on the list. Ask students to share with the whole class some of the information they have included on their worksheets; you may wish to do this individually or you may wish to ask each group to assign a spokesperson who will report the information for her or his group.

MY FAVORITE HOLIDAY

If your students represent a variety of cultures, you should hear about a rich variety of foods, music, decorations, etc. Even in a less culturally diverse classroom you are likely to find ethnic variations in the celebration of any holiday widely celebrated. No matter how many differences you discover, help the students recognize that there are similarities across the holidays and cultures, i.e., that throughout the world people celebrate their holidays with particular foods and music.

Worksheet G-1

My Favorite Holiday

My favorite holiday is: _____
(name)

Food	Music
Decorations	Other Traditions

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Activity 2

CHRISTMAS IN PUERTO RICO

SUBJECT AREAS:
language, social studies, art

GRADE LEVELS:
3-6

TIME:
45-75 minutes; optional evening celebration

OBJECTIVES:
- *to learn about Puerto Rican Christmas traditions*
- *to be able to identify new words associated with the Christmas celebration in Puerto Rico*
- *to recall information about Puerto Rican Christmas celebrations by representing them in a drawing*

MATERIALS:
worksheet G-2; pencils; drawing paper; markers or crayons

PROCEDURES:

Before Class

Look over worksheet G-2. If you have Puerto Rican students in your class, approach them about pronouncing and explaining the words listed at the beginning of the worksheet to their classmates. You may also ask these students if they have examples of santos or other typical holiday items they could bring in to class. Their parents might also be willing to come in on the day you do this activity to talk about the holidays and their traditions and, perhaps, even to bring in holiday foods. Call or write the parents yourself to make this request. If having parents come in the daytime is likely to create a problem, consider arranging an evening celebration after your students have completed this activity.

If you have no Puerto Rican students, become familiar with the terms and pronunciations and definitions yourself. Both are provided on the worksheet. You may also be able to locate a market that sells the foods mentioned in the story, which you could purchase and bring in for students to sample.

We'd like to mention that Christmas in Puerto Rico is included in these activities because of its cultural importance on the island. We hope that teachers do not use this activity to celebrate Christmas in the schools to the exclusion of non-Christian students.

During Class

1. Distribute **worksheet G-2, Christmas Celebrations,** to the students. Briefly go over the pronunciation and meaning of the words listed at the top of the page. Have students pronounce each word after you.

CHRISTMAS IN PUERTO RICO

2. Read the information on the worksheet. Because of the number of Spanish words and the need to hear these new words, we recommend an oral reading: You may want to read it to students or have students take turns reading it aloud, or have a group of students prepare ahead of time to read it to the class. Allow time for questions, deferring to your Puerto Rican students for answers whenever possible.

   If you or your students are unable to answer a question, it provides an opportunity for you or them to research the answer, probably by consulting an older member of the community. For now, make note of the unanswered question(s) to deal with at a later time.

3. Pass out drawing paper and crayons or markers. Remind students of what Puerto Rico looks like (especially the colors) and what the weather is like there in the winter. Then ask them to draw what they think one of the holiday celebrations they just read about looks like.

   Display their drawings.

Worksheet G-2

Christmas Celebrations

In Puerto Rico, Christmas is celebrated with special food and customs. Many of the words about these traditions may be new to you. Before you read about the holiday, your teacher or some of your classmates who know these words will pronounce them and explain them to you. These words are:

aguinaldo (ah-gee-náhl-do) = a Christmas gift, Christmas song

parranda (pa-ráhn-da) = group of people who celebrate Christmas by going from house to house singing and playing music

conjunto (con-hoón-to) = group of musicians

güiros (géar-os) = a rhythm instrument made from a gourd

maracas (ma-rá-cas) = rhythm instruments made from gourds filled with seeds

claves (cláhv-ess) = rhythm sticks

pasteles (pahs-téll-ess) = pies, pastries

lechon asado (lay-chón ah-sáh-do) = roasted young pig

arroz con dulce (ah-rós con doól-say) = rice pudding

seis (sáy-s) = Puerto Rican folk dance

el Niño Jesus (el née-nyó háy-soos) = the Christ Child

santos (sahń-toes) = carved wooden figures of the virgin, the three kings, etc.

La Nochebuena (la nó-chay-bway-na) = Christmas Eve

Christmas Celebrations

Christmas time is special in Puerto Rico. It lasts for nearly two weeks -- from Christmas Day (December 25) until Three Kings Day on January 6. At this time of the year the weather is mild and the island is bright with flowers and green trees.

Holiday Music

One way that Puerto Ricans observe this holiday is to join a group of friends and go house to house singing Christmas songs called aguinaldos. The groups of singers are called parrandas. Each parranda includes people playing instruments; this group is known as a conjunto. Some of the instruments they play are guitars, güiros, maracas, and claves.

After the parranda has sung at a house, the people treat them to holiday foods like pasteles, tasty packets of chopped meat wrapped in plaintain and banana. Other favorites are barbequed pork (called lechón asado) and a sweet and spicy rice pudding (arroz con dulce).

The parrandas sing at many houses before they make a final stop, where they sing and dance. They sing the aguinaldos, and they dance folk dances called seis. During the dances, it is common for someone to get up and begin to make up a story about friends, neighbors, or some other topic. The dancers stop to listen to the story tellers, who make the stories up as they go along -- and they make the story rhyme! When a story teller is finished, the dancing goes on.

Holiday Decorations

Today most homes have a Christmas tree and lots of decorations with lights. Some people still spend weeks or months making a nativity scene to place in their homes. The nativity scene shows the people who were there when the Christ child (el Nino Jesus) was born. Many people used to carve their own wooden statues of the Virgin Mary, the three Wise Men, and others. These figures are called santos.

At midnight on Christmas Eve (La Nochebuena), the family attends church and then returns home early in the morning for a fiesta. They eat pasteles and drink coffee or cocoa. There is much music and singing and dancing.

Three Kings Day

January 6 is Three Kings Day, the day the three Wise Men reached the place where Jesus was born. It is more religious than Christmas. On the eve of Three Kings Day, Puerto Rican children place boxes of straw under their beds for the camels of the Kings. In the morning, they find presents there. Three Kings Day is a family celebration.

Activity 3

HOLIDAY MUSIC

SUBJECT AREAS:
music, social studies

GRADE LEVELS:
1-6

OBJECTIVES:
- *to celebrate and perform holiday music from different cultures*

MATERIALS:
simple rhythm instruments; tape recorder and record player

TIME:
30 minute sessions, the number depending on the number of traditions represented; optional evening celebration

PROCEDURES:

This activity provides an opportunity to expand on Activity 1 of this unit by asking students to provide examples of the music associated with their own celebration of a particular holiday. If your classroom has many Puerto Rican students, it can also enrich Activity 2 by providing an opportunity to demonstrate and have the class form a parranda. The parranda could be part of an evening celebration, which will allow family involvement.

1. If you have not completed Activity 1, simply ask students in a general discussion what kinds of music their families or communities play or perform during a special holiday. Ask for volunteers to bring to class whatever music they can to demonstrate their holiday music. Their artifacts can be recordings, sheet music, or musical instruments.

2. Determine what holidays and traditions are represented and provide one or more sharing sessions in which children share and explain what they have brought. Whenever possible, you and the other students should play and sing along. The music department in your school may have simple rhythm instruments like maracas that you could borrow, or if your class made Taíno instruments (Activity 6 of Section C), students could use them.

   If some of your students are Puerto Rican, ask them or their parents if they would form a parranda. After the parranda performs, have other students join in with rhythm instruments.

Activity 4

VEJIGANTES

SUBJECT AREAS:
language arts, art

GRADE LEVELS:
1-3

TIME:
30-60 minutes

OBJECTIVES:
- *to learn about a Puerto Rican spring tradition*
- *to compare the vejigante with similar traditions in other cultures*
- *to observe or recall words and write them in a cloze exercise*
- *to create a mask and analyze how wearing it affects feelings*

MATERIALS:
worksheets G-3, G-4, and G-5; crayons or markers; scissors; string cut in 18" lengths, one per student

PROCEDURES:

1. Pass out **worksheet G-3, Vejigante,** to students. Pronounce the word vejigante for them -- veh-he-gán-te. Encourage them to speculate about what the vejigante is -- or to tell about it if they are familiar with the custom. Tell them that you are going to tell them more about the vejigantes as they color it. Distribute crayons or markers and tell them about the vejigante either from the material found in the introduction to this unit or from worksheet G-4, being sure to mention early in your remarks the color of the costume.

2. Pass out **worksheet G-4, Vejigantes**. Read the paragraph with your students, perhaps by asking individual students to each read a sentence aloud. Ask students to silently complete the bottom of the worksheet by supplying the missing words. Explain that they may look at the top of the page to help them find the words they will need. Be sure each student has completed the worksheet correctly, either by collecting it or going over the answers together.

3. When they have finished, discuss the following or similar questions:

   - Do you know of any other holiday celebrations in which people dress up in costumes? (e.g., Halloween, Chinese New Years, Mardi Gras)
   - Have you ever seen clowns that try to make you laugh? Where?
   - Do you like clowns?

- Do you like scary clowns or happy clowns better?
- Would you rather be a clown that scares people or a clown that makes people laugh?

4. Pass out **worksheet G-5, Mask**, scissors, string, and crayons or markers. Ask students to create their own mask by making a face on the outline of worksheet G-5. When they have finished coloring, they are to cut out the mask and tie the string in each hole so that they can put it on. Provide assistance as needed. Observe their behavior as they interact with each other while wearing the masks. Set a time limit to the mask wearing (a few minutes after the last student has put on the mask).

5. Ask students to take their masks off and ask them how wearing the mask changes how they feel. Examples should be obvious from their behavior - a angry or scary face may have made them want to scare people, a funny face may have made them want to make others laugh.

Worksheet G-3

Vejigante

Adapted from Pintando También Se Aprende, a National Assessment and Dissemination Center for Bilingual Education (NADC) publication.

Worksheet G-4

Vejigantes

The vejigantes are like clowns. They are part of Spring festivals in some towns in Puerto Rico. They use masks made of coconut shells and dress in red, yellow, and green costumes. They carry balloons in their hands. They try to make people scared. But no one is really afraid. The people say:

Toco, toco/ toco, toco,

Vejigante/ come coco!

Toco, toco/ toco, toco,

Vejigante/ eat coconut!

Fill in the missing words:

The vejigantes are like _____. They are part of _____ festivals in some _____ in Puerto Rico. They use _____ made of coconut _____ and dress in red, yellow and _____ costumes. They carry _____ in their hands. They try to make people _____. But no one is really _____. The people say:

Toco, toco/ toco, toco,

Vejigante/ come _____!

Worksheet G-5

Mask

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Activity 5

PASO FINO PASSING: A COUNTING GAME

SUBJECT AREA:
math

GRADE LEVELS:
1-2

TIME:
30 minutes

OBJECTIVES:
- *to practice counting skills*
- *to learn how to use grids*

MATERIALS:
one die per team of two; scissors, stiff paper, and glue, or one game piece (penny, colored bean, etc.) per student; worksheet G-6

PROCEDURES:

1. Pair students up and give each pair a copy of **worksheet G-6, Paso Fino Passing, A Game**, a die, and two game pieces or a pair of scissors, stiff paper, and glue to cut the game pieces out of the worksheet and glue onto a sturdy backing.

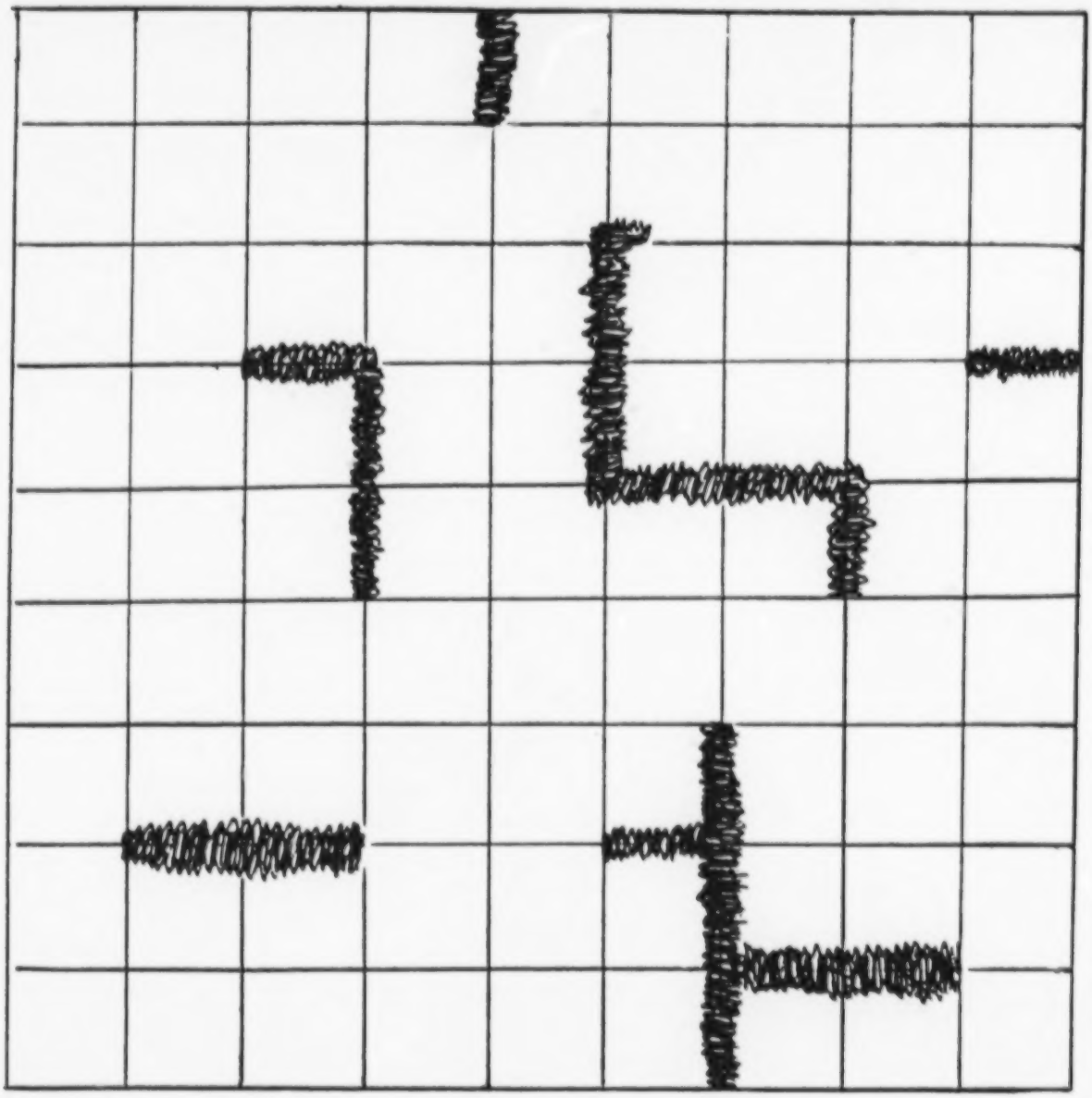
2. Go over the directions that appear on the bottom of the worksheet, being sure that students understand how to move in one direction at a time on the grid.

NOTE: You may wish to construct one or two sturdy versions of Paso Fino Passing by gluing worksheet G-6 onto oaktag or cardboard and placing the board with other optional materials that you keep available for indoor recess or other less structured times when students are free to choose their own activities.

markers

Worksheet G-6

Paso Fino Passing, A Game



DIRECTIONS:

1. Each player chooses a different side of the board from which to begin.
2. The player puts a marker on a block and tosses a die. The player may move that number or fewer spaces, but in only one direction. If a player reaches a shrub, s/he must stop. At the next die toss, the direction may be changed.
3. The winner is the player who has reached the opposite side of the board first.

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300 Brickstone Square
Suite 900
Andover, Massachusetts 01810
508/470-0098 or 470-1080

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